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ABSTRACT

Constructed on the premise that the teacher with a written assignment to evaluate seek procedures and activities for remediating the errors present in that assignment, this handbook is designed as a tool for the teaching of remedial composition in grades five through twelve. The handbook is composed of a checklist and a diagnostic grid, followed by discussions and activities for each of the topics listed in the checklist—perception of the task, organization, sentence structure, usage, vocabulary, and mechanics. The grid following the checklist may be used (1) to provide an initial evaluation of the strengths and weaknesses of the entire class, indicating areas in which group instruction would be beneficial; and (2) to keep track of the individual student's progress by recording individual assignments. Sample questions from the Regents Competency Test on Writing, a glossary of terms, a student writing chart, and a bibliography of additional resources are appended. (HOD)

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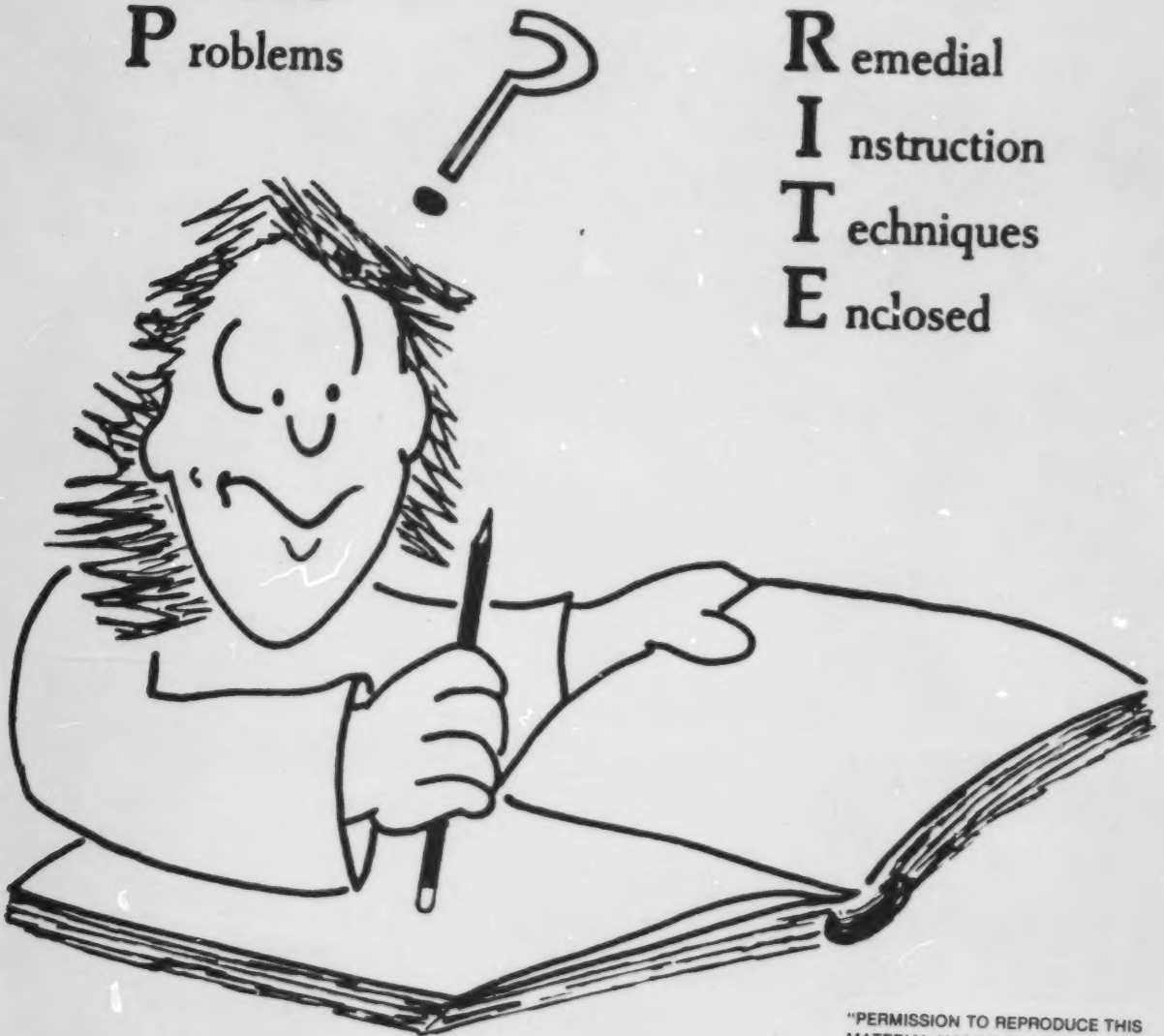
HELP

Handbook of
English
Language
Problems

WRITE

With
Remedial
Instruction
Techniques
Enclosed



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Writing and Composition Skills
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Cortland-Madison BOCES, Cortland, N.Y.

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Diagnostic Grid Sheet (con't)

C. Concrete terms?

D. Illogical comparisons?

VI. Mechanics

A. Spelling?

B. Punctuation?

C. Capitalization?

D. Handwriting?

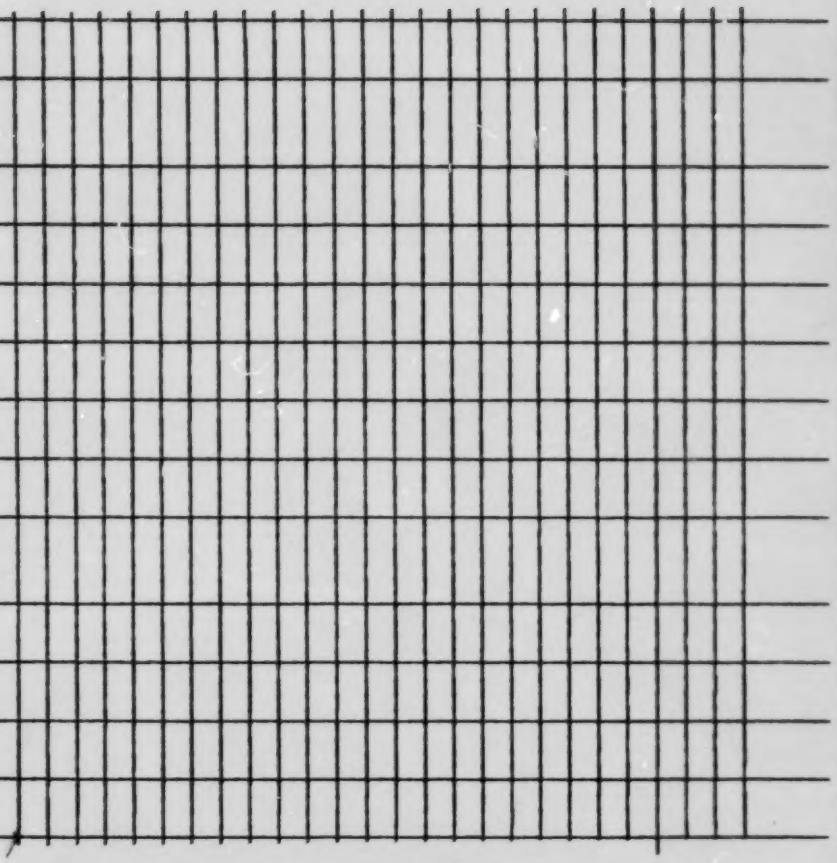
E. Proofreading?

VII. Other

A.

B.

C.



DIAGNOSTIC GRID SHEET

STUDENTS' NAMES OR CLASS ASSIGNMENTS

Teacher (or student)

Class (or individual)

Date

I. Perception of task

A. Follow directions?

B. Aware of purpose?

C. Specific audience?

D. Consistent point of view?

II. Organization

A. Paragraph (form?)

1. Unity?

2. Main-idea (topic) sentence?

3. Support (detail) sentences?

4. Concluding sentences?

5. Evidence of plan?

6. Vague generalizations?

B. Composition

1.a. Introduction?

b. Development?

c. Conclusion?

2. Logical division into paragraphs?

3. Relevancy of material?

DIAGNOSTIC CHECKLIST

I. Perception of the task

A. Does the student follow directions?
B. Is the student aware of the purpose of the task?
C. Is the student writing for the specific audience required?
D. Is the student's point of view consistent?

II. Organization

A. The paragraph
   1. Do all the sentences in the paragraph relate to the main idea?
   2. Is there a main-idea (topic) sentence?
   3. Are there sentences to support the main idea with details or examples?
   4. Are there concluding sentences?
   5. Is the material arranged according to some plan?
   6. Does the student avoid vague generalizations?

B. The composition
   1. Does the composition contain:
      a) Introduction
      b) Development
      c) Conclusion
   2. Is the material logically divided into paragraphs?
   3. Is all the material relevant to the subject:
   4. Does the student use linking expressions (then, finally, as a result, in addition, besides) to relate ideas smoothly?

C. Can the student write a concise, well-developed business letter?

III. Sentence structure

A. Does the student write complete sentences?
   1. Does the student avoid sentence fragments?
   2. Does the student avoid run-on sentences?

B. Does the student express similar ideas in similar forms?
C. Does the student achieve variety of sentence structure?
   1. Does the student avoid using only short, choppy sentences?
   2. Does the student avoid using only long, stringy sentences loosely connected by and, but, or so?

D. Does the student use words like who, which, because, that to put ideas of secondary importance into dependent (subordinate) clauses?

IV. Usage

A. Does the student avoid errors in agreement?
   1. Do subjects and verbs agree?
   2. Do pronouns and antecedents agree?

B. Does the student use the correct forms of adjectives and adverbs?
C. Does the student use the correct forms of verbs?
D. Does the student use the correct forms of pronouns?
E. Does the student avoid sub-standard English?
F. Does the student avoid dangling modifiers?

INTRODUCTION

This handbook is designed to be used as a tool in the teaching of remedial composition in grades 5-12. It is designed primarily for the teacher of English; however, the activities and explanations have been expanded wherever practical to make it useful to teachers in other content areas who are aware of the ever-growing problem of weak writing skills and who wish to try to help students in their classes.

The handbook is composed of a checklist and a diagnostic grid, followed by discussions and activities for each of the topics listed in the checklist. The grid following the checklist may be used in two different ways. With the names of all the students in the class in the spaces at the top, it will provide an initial evaluation of the strengths and weaknesses of the entire group, indicating areas in which group instruction would be beneficial. If desired, additional grids can be filled out during the course of instruction to continue checking on the progress of the group. Using the grid for each student, with the individual assignments recorded in the spaces at the top, the teacher can keep track of the student's progress--or lack of it--in each particular area.

The basic premise upon which this handbook is constructed is that the teacher has a written assignment to evaluate and seeks procedures and activities for remediating the errors present in that assignment. This is, therefore, not in any way a complete guide to the teaching of composition--a sufficient number of excellent ones is already in print and readily available to most teachers. We have tried to avoid needless repetition of material which presumably lies at hand in most classrooms, while still supplying brief and useful identifications of the basic errors that remedial teachers will be most frequently dealing with.

An annotated bibliography is supplied to suggest additional resources that we have found especially helpful.

Diagnostic Checklist (con't.)

V. Vocabulary

A. Does the student use the appropriate word for the context?
B. Does the student achieve variety by avoiding repetition?
C. Does the student express ideas in concrete terms?
D. Does the student avoid illogical comparisons?

VI. Mechanics

A. Does the student have problems with spelling?
B. Does the student punctuate correctly?
C. Does the student capitalize correctly?
D. Is the student's handwriting neat and legible?
E. Is the paper free from errors that could have been eliminated by proofreading?

Diagnostic Grid Sheet (con't)

4. Transitional devices?

C. Business letter

III. Sentence structure

A. Complete sentences?

1. Fragments?

2. Run-ons?

B. Parallelism?

C. Sentence variety?

1. Short, choppy sentences?

2. Long, stringy sentences?

D. Subordinate clauses?

IV. Usage

A. Agreement?

B. Subj.-verb?

C. Forms-verbs?

D. Forms-pronouns?

E. Sub-standard English?

F. Dangling modifiers?

V. Vocabulary

A. Appropriate for context?

B. Avoid repetition?

I

PERCEPTION OF TASK

I.A. Does the student follow directions?

Every piece of writing must begin with the student's clearly understanding what the directions require. The following exercises and games should help develop the student's ability to interpret and follow directions.

Activities:

1. Give each student a copy of the following exercise. Announce that this is a timed test and that they will have only three minutes.

   1. Read all directions carefully before doing anything.
   2. Write your name in the upper right corner of your paper.
   3. Number from 1 to 10 along the left margin.
   4. After the numerals 1,2,3, and 4, write one word that asks a question (where, when, how).
   5. Write two words that may be used as nouns.
   6. Write two pronouns.
   7. Arrange these words to form a statement: is Dad my a clerk
   8. Stand up, say your name, and sit down.
   9. Write two adjectives.
   10. Now that you have finished reading everything carefully, follow the directions given in sentences 1 and 2 only.

2. Give each student a 3" x 5" card on which he is to write three directions such as:

   Walk to the door of the classroom.
   Open and close it twice.
   Hop back to your seat.

   Divide the cards into two stacks.

   Divide the class into two teams.

   The first player of team 1 draws a card and gives it to the first player of team 2. That player reads the directions aloud and then puts the card down. He must follow the directions exactly; if he cannot do so, he is out of the game. If he does follow correctly, his team has a point.

   Then the player who has just had a turn calls on any player on the other team and asks him to tell him exactly what his directions said. If that player can do so , his team gets a point.

   Then it is the turn of the first player of team one to do what the directions on the card given to him by the first member of team two say to do. The game is played as before.

The team with the most points after all directions have been followed wins.

3. Give each student a blank sheet of unlined paper. Read aloud the following directions.

   1. In the center of the paper draw a circle approximately the size of a quarter.

   2. Around the circle draw a box.

   3. From each corner of the box, draw a line to the corner of the paper.

   4. Draw a triangle in the upper left-hand corner to the right of the line you have already drawn.

   5. Draw a tree in the upper right-hand corner to the left of the line you have already drawn.

   7. Put your name in the lower left-hand corner to the right of the line you have already drawn.

   8. Exchange papers.

   9. Mark the paper by placing a check mark against each thing not in its proper place.

   Show the students a correctly drawn picture.

4. Because many students have difficulty interpreting directions use step-by-step questions to analyze the directions given for a specific task. For example:

   1. How many paragraphs will you write?
   2. From how many different points of view will you write?
   3. In doing this assignment, what is the very first thing you must do?
   4. Is conversation necessary in your paragraphs?
   5. May you write more than four paragraphs if you want to?

5. Using typical test questions, ask the student specific questions about the directions. For example:

   * Students of American History continue to argue about the fundamental causes of the Civil War.

     (a) State briefly three fundamental causes for the Civil War that have been advanced by historians.

((b) for each cause stated, discuss one argument for agreeing and one agrument for disagreeing with the conclusion that this factor brought on the war.

1. Is it necessary to answer both a and b?
2. Explain in your own words the meaning of "three fundamental causes that have been advanced by historians."
3. How many arguments will you discuss to answer part b?
4. In part a will you discuss the causes or simply state them?

* Since 1900, significant changes have occurred in the United States in the areas of (a) painting, (b) literature, (c) architecture, (d) music, (e) the theatre. Select three of the areas above, and for each area selected, show how two specific Americans influenced the area chosen.

1. Will you include progress and changes happening before 1900?
2. Do you answer the question for all 5 of the areas mentioned?
3. Does the word areas here refer to measures of size?
4. Will it be necessary to mention the "specific Americans" by name?
5. In all, how many specific Americans will be included?

* If there were limited room in the last spacecraft to depart from a doomed earth, someone would have to select the passengers. Among the characters you have met in novels, biographies, and plays, nominate two, each from a different work, who you feel would qualify for special consideration. Describe the particular qualities which would entitle each character to a continued existence, giving specific evidence from the books to show how these qualities are demonstrated. Include qualities of the character both as an individual and as a member of a family, or a community, or a society. Give titles and authors.

1. Who is selecting these passengers?
2. How many characters do you choose?
3. May they come from the same piece of literature?
4. Will you be telling more about what each person is like or what the person does?
5. Will the persons you choose probably show different qualities as individuals from those used for them as group members?

6. How many pieces of literature will you be using?
7. What different kinds, types, of literature may you use?
8. May you use only novels, only biographies, only plays, or must your answer include more than one literary type?
9. Is it necessary to give titles and authors of the selections you choose?

6. Have the students list in order the points to be covered in answering the question. After answering the question, the student should then check off each item on his list.

7. Have the student paraphrase or outline in his own words what he is to write in answering the question.

I.B. Is the student aware of the purpose of the task?

Every piece of writing, no matter what it is, is written for a specific purpose--to convey information, to persuade someone to do something, to tell a story. The student must decide, before he begins to write, what the purpose of his writing is.

Activities

Using an incident from a newspaper article or a piece of literature, a well-known nursery rhyme, or any hypothetical situation, have students write paragraphs about the incident which explain, narrate, or persuade. You may wish to divide a class into small groups and assign each a different purpose for writing and compare papers from each group before assigning similar activities individually.

1. Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown
And Jill came tumbling after.

1. Write a letter to a friend explaining what happened to Jack.
2. Write a letter to Jill persuading her to stay away from Jack.
3. Pretend you are a new reporter who happened to see this particular accident. Write an article for the front page of your newspaper about it.
4. Write a letter to the mayor of your town persuading him to improve the road leading to the top of the hill.

2. You are a teen-ager temporarily short of funds.

1. Write a paragraph persuading your parents to raise your allowance.
2. Write a paragraph explaining to your best friend why you cannot go to the next rock concert.
3. Write a letter to the manager of your local supermarket applying for a job.
4. Write a humorous short story describing your plight.

8. After you have read the news article, "Olympic Preparation Is Straining Home Folks," write the bodies of the following letters. Be sure to write from the point of view of the person in each case.

(a) You are the waitress, evicted from her apartment, whose employer has found her a place to bunk in the basement. Write to your employer stating your opinion of the situation and suggesting at least two other possible solutions.

(b) You are an environmentalist who is upset by damage to the environment caused by preparations for the Olympic Games. Write to the Olympic Committee complaining about the situation and suggesting two ways to avoid some of this destruction.

(c) You are a farmer. Your farm is located two miles from the village of Lake Placid. You are concerned about the effect which the tremendous number of people visiting the Olympics will have on your business. Write to the mayor of Lake Placid requesting special police assistance when necessary to permit passage of milk trucks, feed trucks, and other necessary vehicles. Write at least 100 words.

Olympic preparation is straining home folks

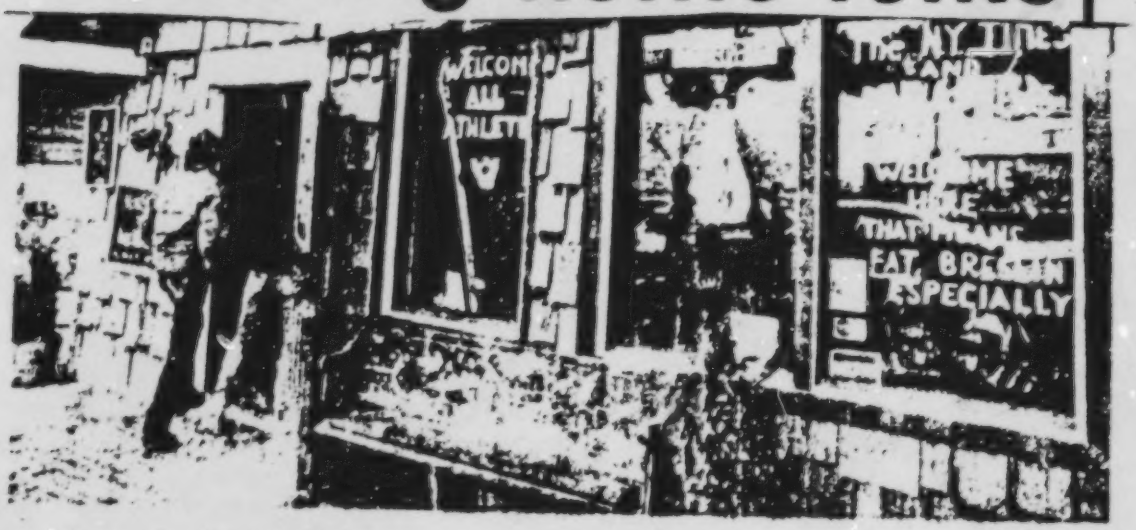


Photo by AP

Not all placid A restaurant in Lake Placid shows its preference of customers.

LAKE PLACID (AP) — The first irony is the name. This place is anything but placid.

Preparing for the XIII Olympic Winter Games, which will open Feb. 13 and run for 12 days, has put an understandable strain on Placidians, as the natives call themselves.

They like to think of their town of 2,800 as a quiet little mountain village, and so, in normal times, it is.

A few weeks ago, though, amid all the Olympic hustle and bustle, the town experienced its first stickup in 25 years. You can't remain placid about things like that.

Lake Placid tenants aren't placid.

A number of them, without leases, have been told to take a vacation, or at least a walk, during February so their rooms can be rented for, say, $2,000.

That has made local employers far from placid.

Employers have to find rooms for the evictees so they will have enough help when the expected 50,000 visitors a day arrive. One restaurant owner has made arrangements for a valued waitress to bunk in the basement. She is not placid.

Landlords, alas, aren't placid either. It turns out, at least at this stage, that they are getting few takers at the inflated rents, and tour directors, not at all placid about arrangements, have canceled a number of previously planned tours.

Nobody hereabouts, it seems, is placid about the visiting press, which has been the messenger for some of this unplacid news.

In the window of a popular restaurant, Chair Six, a sign says: "New York Times and Daily News not welcome here, especially Fat Breslin."

The latter, a New York columnist, was further greeted by a local newspaper, the Lake Placid Reporter, in a not very placid banner headline: "Down With Jimmy Breslin!" and an even less placid editorial. It suggested his image be used as a dart board.

American Broadcasting Co. technicians aren't placid.

ABC will televise the Olympics and is spending big bucks getting ready. One of its problems, in this northern wilderness, is with bears and porcupines placidly chewing cables strung along the hillsides.

Nobody, most assuredly the Chamber of Commerce, is placid about the weather.

The weather has been lacking in its usual quantities of snow. Last week, the Chamber fired its director who had been overheard saying that snowless landscapes might inconvenience cross-country skiers. The official line is that they certainly will not.

The National Guard is not placid.

The National Guard will provide ambulances for the Olympics. The other night they parked two of them outside the Olympic Arena during a pre-Olympics hockey tournament.

The state cops had the ambulances towed away. They were parked, someone explained, in spaces reserved for emergency vehicles — all a big mistake, but such mistakes tend to ruffle placidity.

The environmentalists aren't placid.

They didn't see why the Olympic committee had to widen the ski trails by cutting down trees in an area where trees are protected. The Sierra Club has sued the state over the issue.

Finally, people looking for Lake Placid aren't placid. The lake at Lake Placid is called Mirror Lake. The lake called Lake Placid is somewhere else.

I.C. Is the student writing for the specific audience required?

Every piece of writing should be directed toward a specific audience. While writing, the student should keep in mind who is going to read what he has written, and consider how that will affect the organization and presentation of his material.

Activities:

1. Present the children with a situation and have them role-play how they would handle it when talking to different people.

   Example:

   Your older sister has been picking on you.
   Pretend you are telling:
   - your best friend
   - your parents
   - your older sister

   about this.

2. Encourage the children to talk about something exciting that has happened such as a party, a field trip, a game, or an assembly. Ask them how they would describe this event to a friend who did not participate. Then have them describe what differences there might be in the story if they were describing it to a grandparent. Have them write a letter to a friend and one to an older relative telling them about this event. Help the children to recognize the difference in language, incidents they choose to highlight, and form they use in writing these two letters.

3. Using an instance of current interest to the children, have them respond to it in a number of ways. For instance, a playground problem could result in writing a letter to the principal, writing an article for the school newspaper, writing an editorial for the school newspaper, and preparing posters to be displayed about the school. Help the children recognize the need for various approaches in writing: objectivity in a newspaper article, opinion in an editorial, and conciseness for a poster.

4. Have older children write stories for younger children to read. Elicit the types of stories that would be most appropriate, the type of vocabulary they would use, and the need for illustrations.

5. Make a list of facts about some product. Have students decide which facts they would use to persuade a parent to buy the product, and which facts they would use to persuade a younger brother or sister to buy the product.

Product: KRISPY KRUNCHY KORN

Facts: sugar coated
fortified with 8 important vitamins and iron
contains 4% of the recommended daily allowance
of protein in each ounce
has a free prize in the box
the box top can be sent in for a new baseball
a 12-ounce box costs only 69¢

Using the facts you have selected, write a paragraph persuading your parent to buy the product. Write another paragraph persuading your younger brother or sister to buy the product.

6. Have students rewrite compositions two or three times for different audiences; for example, the student could rewrite a piece to persuade parents, classmates, and a principal to take some kind of action.

7. Have students who have trouble developing a sense of audience rewrite each other's compositions for various audiences.

8. Have students invent a candy bar. Ask them to describe the ingredients in luscious detail. Then have them write two advertisements with an accompanying slogan for each. Tell them that one ad will appear in a comic book, read by young teenagers. The second will appear in a college newspaper. They must consider the differences in the two audiences seeing the ad. The college student might be interested in "organic," "health," "energy." The teenager might be hooked with references to "sweet," crunchy," etc.

9. Have each student pick a friend to whom he or she could write a letter. Ask each to write a paragraph or two describing his or her friend. What are his interests? Where does she live? How old is he? Does she work? Based on his or her description of this "audience," each student must then write a letter that will interest his or her friend.

I.D. Is the student's point of view consistent?

1. Personal - an incident or opinion should be expressed from the point of view of a particular speaker - either the writer himself or some other person. The student should not shift from one to another.

Activity:

Consistency of point of view is most easily demonstrated by giving students examples in which it is violated. Provide a paragraph in which the point of view shifts noticeably. Point out these shifts to the students. Have them rewrite the paragraph, making the point of view consistent. Alternately, the paragraph may be slotted. For example:

> One way to improve school life for me would be to make the lunch period fifteen minutes longer. I don't think the lunch periods are long enough because by the time you get your lunch and are seated, you have only about fifteen minutes to eat. I also think they should give you five minutes to come into homeroom because if you wake up late or the bus doesn't come on time, you won't get to homeroom on time. Then you'll have detention even though it wasn't your fault.

(Omit the underlined words for slotting.) Students may then be given a paragraph written from one point of view and asked to change it - by slotting or by having them rewrite it - to another point of view.

> (Third Person)
>
> My little brother thought that entering school meant taking exams, First, he had to have his teeth examined by a dentist. Next, he went for a doctor's checkup. When he arrived at school, the secretary asked him all sorts of questions about when he was born and where he lived. Then he went to his class and the teacher gave him a placement test. It is no wonder that to my little brother, school meant one test after another.
>
> Rewrite the above paragraph using pronouns in the first person to show a change in point-of-view.
>
> I thought that entering school meant taking exams. First, ___ had to have ___ teeth examined. Next. ___ went for a doctor's checkup. When ___ arrived at school, the secretary asked ___ all sorts of questions about when ___ was born and where ___ lived. Then ___ went to ___ class and the teacher gave ___ a placement test. It is no wonder that to___, school meant one test after another.

2. Temporal - narratives and summaries should be written in the same tense throughout.

Activities:

Follow the technique previously outlined, using slotted paragraphs and rewriting.

a. Mr. Randolph, our science teacher, took a trip to a beaver pond to study the habits of beavers. The trip will take all day. He takes his lunch with him. He studies how beavers make dams. He also learned what beavers like to eat. He sees how a beaver warns other beavers of approaching danger. Mr. Randolph will learn many things from this trip.

Mr. Randolph, our science teacher, took a trip to a beaver pond to study the habits of the beavers. The trip ____ all day. He ____ his lunch with him. He ____ how beavers make dams. He also ____ what beavers like to eat. He ____ how a beaver warns other beavers of approaching danger. Mr. Randolph ____ many things from this trip.

b. Sydney Carton is so devoted to Lucie Manette that he said he will do anything to keep a life she holds dear next to her. When her husband is sentenced to death during the French Revolution, Carton went into the prison and changed places with him. In this way, he died in place of Charles Darnay, who escapes to England with Lucie and his family.

II

ORGANIZATION

II.A. 1. Do all the sentences in the paragraph relate to the main idea?

Activities:

a. Eliminating unrelated details: Cross out the items in each list which do not belong.

1) Automobiles
   (a) Cadillac
   (b) Boeing 707
   (c) Plymouth
   (d) Ford
   (e) Pontiac
   (f) Greyhound

2) Fish
   (a) Trout
   (b) Bullhead
   (c) Muskrat
   (d) Haddock
   (e) Tuna
   (f) Seagull

3) Efficient study habits
   (a) Taking notes while reading
   (b) Reading assignments carefully
   (c) Forgetting to prepare an assignment
   (d) Organizing time for study
   (e) Choosing a quiet place to study
   (f) Leaving long-term assignments until the day before they are due
   (g) Having books and materials close at hand
   (h) Reviewing notes occasionally

b. For one of the above, write a topic sentence, and construct a paragraph using the details which relate to it.

c. Find the item in each list that is general enough to include or summarize all the others.

1) (a) sofa
   (b) chair
   (c) bed
   (d) table
   (e) stool
   (f) furniture

2) (a) studying English
   (b) writing book reports
   (c) reading short stories
   (d) writing paragraphs
   (e) learning rules of grammar

3) (a) It rained most of the day Monday.
(b) Wednesday was a sunny day, but Jim's allergies forced him to stay indoors.
(c) Throughout the entire week we were beset by problems which tried to ruin our vacation.
(d) On Thursday, squirrels invaded our tent and raided the pantry.
(e) Our day trip on Thursday was nearly a disaster because we ran out of gas.

2. Is there a main-idea (topic) sentence?

Students should be given a wide variety of materials including student and teacher-written paragraphs which require the identification or writing of topic sentences.

Activities:

a. Have students write topic sentences that could introduce paragraphs containing given detail sentences.

Example 1

Write a topic sentence that could introduce a paragraph containing the detail sentences below.

> The first thing you must do is buy a rose bush. Next, you have to dig a hole that is deep enough for the roots to fit into easily. Place the bush in the hole and spread out the roots. Fill the hole with dirt. Pack the dirt down firmly and water the bush well.

Example 2

In the blank provided write a general statement that summarizes all the specific statements in each paragraph below. Make sure your statement is a complete sentence and that it is general enough to include all of the other sentences.

* _____. Many people think that hunting is a sport limited to older, retired men who have nothing to do, but this is not true. While many elderly men enjoy hunting because it furnishes needed exercise and gives them something to do with their added leisure time, many younger men receive as much enjoyment, if not more, from hunting. And hunting is not limited to males, but it is also enjoyed tremendously by females of all ages. Many a teenage daughter or young wife accompanies her father or husband on hunting trips and often bags as much game as he does.

* _____. In the first place, the magazine chosen should contain articles on subjects that interest the reader. It is also important for the magazine to be easily read if the reader is to enjoy it. Attractive appearance and availability must also be considered. Choosing the right magazine is not always easy.

* _____. The ten-year-old, along with many others, turns immediately to the comic strips. The sports fan seizes the sports section for the latest scores. The student of world affairs must read the front page first. Every person has his or her own priorities when reading a newspaper.

b. Have students write a variety of topic sentences about a simple item. Remind students that a topic sentence should be like an umbrella--large enough to cover the detail sentences, or, like a box--large enough to contain all the details.

Example

Write topic sentences about such things as: school lunch, a favorite activity, favorite television program, hunting, or other sports.....

c. Give students scrambled paragraphs in which the topic sentence is to be identified.

Sample:

Circle the number of the sentence that is general enough to summarize all the other items. Then write the paragraph in the correct order.

(1) It is easier to park.
(2) It usually requires less gas.
(3) Repair bills are generally lower.
(4) A small car has many advantages over a large one.
(5) License tags are less expensive.

3. Are there sentences to support the main ideas with details or examples?

The student needs to recognize the difference between sentences which simply restate the topic sentence in vague, general terms and those which give specific details or examples. Practice improving general statements by providing specific details or examples.

II.A. (cont)

Activities:

a. "A good activity for the school would be to go on field trips to some place where everyone wants to go. Students can have a fun time and still learn the things they should know about the world and things around them."

Student discussion:

1) What makes these sentences vague and general?

some place	things you should know
everyone	things around you
you	

2) How can we change them?

name a definite place
name specific persons
speak for yourself - I
name "things you should know"

3) Possible corrections -

This year our science class enjoyed a field trip to Howe Caverns. In addition to having fun, we learned first-hand about the formation of the earth's crust. This, including the different kinds of rocks and the formation of caves, was part of the science unit we were studying.

b. In the play A Raisin in the Sun, each family member has a dream for the future. Choose two members of the family. Explain each one's dream, and show clearly why this dream was important to the other characters.

Vague answer - Mama had a dream of a better life for her and her family. This was important to all the family members because they all lived together. As it turned out, only part of her dream came true at the end of the play.

Specific answer: The character Mama, in the play A Raisin in the Sun, dreamed of a new home for her family. Her "dream home" would be a house, not an apartment, with enough land for a garden. The other family members were deeply affected by Mama's dream when the house that she chose was located in an all-white neighborhood.

Depending upon the particular group, the above activity may be used as a study in comparing vague and specific responses or as an exercise in generating a specific response.

II.A. (cont)

c. Classification to organize and clarify generalizations. Have the students think through a general statement which is appropriate to their interest and ability, such as: Sports develop self-discipline. Have the students select two or three sports which support the statement. Then have them list supporting characteristics for each sport they selected and construct a classification model of their reasoning, such as:

Sports develop self-discipline

Sport 1	Sport 2	Sport 3
Characteristics	Characteristics	Characteristics

Have the students use this chart to develop a multi-paragraph composition.

4. Are there concluding sentences?

A good remedial technique could be to refer to a paragraph as a hamburger. The topic sentence is the top of the roll, the detail sentences are the meat, cheese, mustard, ketchup, relish, tomatoes, lettuce, etc. The restatement, or summary sentence, is the bottom of the roll which helps keep your fingers out of the mustard.

Activities:

a. Help children to develop summary sentences by rereading their topic sentences and then writing another sentence which "echoes" or restates the topic sentence in a slightly different form.

1. From old workbooks, cut out paragraphs which have good topic and summary sentences. Ask children to read and underline the two sentences which say almost the same thing.

2. Type on a ditto a series of sentences which can be paired off (one a topic sentence and one a summary sentence). Cut these sentences apart and give them to a small group of children. As each sentence is read orally, the student who has the "echo" sentence reads that sentence aloud and they are paired up.

3. Give students topic sentences and ask them to write summary sentences below them. They may add or change words, but the meaning should remain basically the same.

1.a. This is a good way to make chocolate chip cookies.

1.b. _____

_____

II.A. (cont)

Activities:

2.a. Most Americans know who Abraham Lincoln is.

2.b. _____
_____

3.a. There are several reasons why children under four should not own a pet.

3.b. _____
_____
_____

5. Is material arranged according to a plan?

In organizing materials for writing a paragraph, children should have the opportunity to experiment with various methods of organization. For instance, material may be organized in chronological order, by cause and effect, by classification, by comparison and contrast, or by induction and deduction, or in spatial order. Practice must be given in all areas, and many pre-writing experiences (motivation, samples, and group-writing) should precede each assignment. Examples from popular and classical art may be used as stimuli for this type of assignment, (Norman Rockwell illustrations are always great motivators). Additional materials giving assistance to the teacher are readily available - for very good activities, see pp. 44-47 of English Language Arts, Composition K-12, the New York State Curriculum guide, reprint 1976. If the student is young or needs considerable remediation, it is suggested that activities for a lower grade level be chosen for presentation.

a. Examples for Chronological order:

Activities:

(1) Provide children with a sample of related but unarranged sentences, such as:

* Everyone came all dressed up.
  Jane's mother judged the costumes.
  Mary won a prize.
  Jane had a costume party.
  They came dressed as clowns, witches, monsters, and animals.
  When it came time for the judging, everyone marched around the room.
  She thought Mary's costume was the best.

* Shaking with fear, Maria slipped out of her bed.
  The "burglar" was her cat, walking through the broken pieces of the glass lamp it had knocked over in the dark.
  Before she could move, there was another sound, like footsteps, in the room.

At last, her fright was over.
There was a sudden loud crash.
Then, she felt her way along the wall to the light switch.
Immediately, Maria woke up from a sound sleep.
Finally, she found the switch and turned on the lights.

* While I was cleaning up the food, Teddy pulled out every toy he had.
Meanwhile, I was going crazy trying to shut him up and clean up all at the same time.
The worst job I ever had was babysitting for my little cousin, Teddy.
Following this, he threw the broken toy pieces all over the place.
The first thing he did was dump all the cans and boxes of food out of the cabinets onto the floor.
Since then, I have refused to babysit for Teddy.
Afterward, he began bawling and sobbing because he didn't have any more toys.
Next, he started to take the toys apart.

* At last, Kev was well enough to travel, and they left.
After we met, we hung out together all the time.
Once I had a real buddy named Kevin.
In the meantime, his parents got ready to move out West.
While he was in the hospital, I went to see him every day.
I never saw my buddy again.
Then Kev suddenly got really sick
The doctors said the air out there would be better for Kev.
Later, he came home, but he still had to stay in bed for two more months.

Have the children number the sentences as they think they should be arranged. Discuss the best order. Then have the children rewrite the story combining any sentences which seem to belong together.

(2) Use the comic sections of the newspaper and cut apart sequential cartoons. Have children reassemble them in what they consider the best order. Then ask the children to write a paragraph in which the actions portrayed in the cartoon are related in narrative form.

(3) In the middle of a sheet of paper, have the children write a sentence such as:

The toy soldiers began to march toward the block castle.

Then have the children write two or three sentences which tell what happened before the given sentence. Ask the children to write a one-sentence title for their stories. Now have the children write their stories in paragraph form using connectors and time signals. (Time signals are words such as: *later, now, then, next, first, at first, second, last, finally, etc.)*

b. Examples for Spatial Order:

Activities:

(1) Tell the students that a visitor in the main office (or some other remote part of the building) wishes to come to this room. Have them describe the various areas, rooms, and halls that he would have to go by or through to get here. Point out that this is organizing material according to its spatial lay-out. If this is done orally first, then have them write a paragraph describing the route spatially.

(2) Detective Sergeant Pickford has been called to the Moonlight Motel where a vicious murder of a beautiful blond girl has taken place. Describe in a very vivid fashion the room and its contents. Be sure to use words which place all the objects in a clear, understandable order. Remember, the clue to solving the crime may be in something which is in the room.

(3) Have the student write a paragraph using given phrases that require arrangement in spatial order. For example:

tulips and roses nodding on either side of the front porch
a wide river flowing along the road
Cadillac parked by the front steps
the lawn dotted with fountains and flower beds
maples lining both banks of the river
mountains in the distance beyond the fields
a gravel driveway curving up to the front porch
fields of alfalfa standing on the far side of the river.

(4) Have the students write paragraphs illustrating spatial order by using selected number of the following words and expressions:

beside, under, over, near, through, by, into, in, past, between, beyond, to the right, across, above, on top of, along

c. Examples of exercises for organizing by cause and effect -

(1) Provide the children with unordered sentences such as:

The snow was very deep.
The car got stuck.
The snowplow had not yet cleared our street.
Father drove the car out of the driveway.

Have the children rearrange the sentences in a more effective order. Lead the children to understand the cause-and-effect patterns involved. Then direct them to write a paragraph using the appropriate connectors.

(2) Provide pairs of pictures which show before and after, or cause-and-effect themes, such as:

A picture of a child standing near a mud puddle; a picture of a second child splashed with muddy water.

Then have the children match the cause picture with the effect picture. Assist the children, if necessary, in writing sentences which explain what might have happened between the first and last pictures.

(3) Write a list of titles such as the following on the chalkboard:

The Tree Died
The Subways Stopped Running
The River Overflowed

Have the children write paragraphs explaining the causes of these events.

(4) On the chalkboard write sentences, such as:

I was sent to bed early.
The cat scampered up the tree.
I became quite frightened.
The car hit the tree.
The man chased the boy.

Then have each child select a sentence and write it at the bottom of a piece of paper. Have the children think of a story which might tell why the events in the sentence happened. Have the children list the details of their stories and then arrange their details in time order. Finally, have the children write compositions in which they develop their list of details to explain how the events happened.

(5) Give the students a series of sentences using the word <u>because</u>, some of which are good sentences since what follows <u>because</u> is really a cause, while the others show no real cause-effect relationship. Have them pick the five bad sentences and rewrite them, putting in a logical cause as they do so. For example:

The dog got sick because he threw up.
Little Betsy cried because she bumped her head hard.
The carburetor valve was stuck shut because it wouldn't open.
It's cloudy today because the sun isn't shining.
I try to buy whole wheat flour because it contains many vitamins.
I voted for Governor Prudhomme because I think he'll keep my tax bill low.
The furnace shut off automatically because it ran out of fuel oil.
Ginia didn't come to school yesterday because she was absent.
The teachers went on strike because they wanted more money.
The store was out of corn flakes because they didn't have any in stock.

d. Examples of organizing by <u>classification</u>:

(1) Draw a circle on the chalkboard and provide a label, such as books. Assist the children in finding subtopics by asking a question, such as:

If the large circle stands for books, what might the next smaller circle represent?

Continue this line of questioning until the children have located specific subclasses within the largest circle.

Lead children to understand how the <u>general</u> term includes related but less general terms.

(2) List on the chalkboard, in alphabetical order, the children's suggestions of a variety of living things such as: canaries, dogs, ducks, frogs, geese, guppies, hens, lions, lizards, panthers, robins, salmon, snakes. Then list the categories into which these living things could be grouped: amphibians, birds, fish, mammals, reptiles.

Provide the children with duplicated diagrams. Have them write a main title, the main sub-divisions and the specific names at the appropriate locations. Then project samples on a screen and help the children correct their papers.

Living Things

Birds	Amphibians	Reptiles	Fish	Mammals
Canaries	Frogs	Lizards	Guppies	Dogs
Ducks		Snakes	Salmon	Lions
Geese				Panthers
Hens				
Robin				

(3) Provide the children with a topic, such as motor vehicles. Have them write one sentence in which they make a statement about motor vehicles, such as:

Motor vehicles can be helpful.

Have the children think of a particular motor vehicle which fits the statement. Then have them list details which they think show how the vehicle fits the statement. Have the children write a paragraph, using the topic as a title, their own statement as an opening, and the details to further explain the opening statement.

e. Examples of use of <u>comparison and contrast</u> :

(1) Bring to school two quite different stuffed animals and display them. After a general conversation, have children discuss the similarities and differences between them and place answers on the chalkboard under two headings. Have students write a main idea sentence which shows how the two toys are different and a main idea sentence which shows how the two toys are similar. Discuss with the children words and phrases which could be helpful in writing paragraphs and contrasting the two toys, such as: *also, yes, include, unlike, in addition to.* Then have the children write the rest of the paragraph with details from the board.

(2) Have children select two subjects which are similar, such as: a lighted candle and an electric bulb. Lead the children to see such differences as materials, output, and source of light. Then have the children suggest such similarities as appearance and function. Finally, have the children write paragraphs following these general directions.

Decide upon a specific topic.
Begin the paragraph with a sentence that tells how the two subjects are alike or different.
Write 2 or 3 sentences about each subject.
Decide on a title.

(3) Have children examine pictures of Washington's home at Mount Vernon and Jefferson's home at Monticello. Have children suggest descriptive details about each home. List these details on the chalkboard. Then, assist children in grouping the details under larger headings, such as: size, style, setting, surroundings, age, unusual features.

Have the children write at the top of their papers a general title such as: The Homes of Two Presidents.

Under the title, have children write a sentence stating a point of comparison, such as: "Washington's home and Jefferson's home have beautiful settings." Finally, have children use the list of details to develop a paragraph which makes specific comparisons.

f. Examples of organizing by induction and deduction:

(1) Have children state a feeling or an impression in one word, such as dreary, happy, ragged, or furious. Write the word on the chalkboard and assist the children in listing nouns, adjectives, verbs, and phrases which build this feeling or impression. Discuss with children the manner in which these details establish a generalization. Have children write a paragraph using the original word as a title and the items listed as the basis for a paragraph.

(2) The Spy Game.* Collect and bring to class a number of objects which could indicate the profession of a spy. It could be stated that the objects came from a particular person. A suggested set might be: three British coins, one Oriental coin, seven paper clips strung together, three matches split up the middle, a paper with a German street address, a card with dots in patterns of seven, four, and three, an old pocket knife, a chewed-up pencil, three pipe cleaners twisted into circles, a pipe with dead ashes remaining in the bowl, a nail clipper, a key ring without keys, a short piece of recording tape, and a piece of exposed film. For this set of materials, students pretend they are undercover agents in an embassy in Paris. They learn that a spy has been

captured. They will have one minute to observe the contents of the spy's pockets and to learn as much as possible from the contents.

Place the objects on a tray and cover them with a cloth. On signal, students remove the cloth and study the materials for a minute, replace the cloth, return to their seats and write out a list of what they remembered. (It might be a good idea to have several trays with similar objects to facilitate the game.)

Next, have a comparison of lists and a discussion. What was he like? This activity might well take 15-25 minutes.

Next, assign a paragraph to be written about the spy. Caution children to be sure that the character's actions or decisions should be consistent with what the objects might have revealed about him. This paragraph could later be developed into a longer composition detailing how the spy came to be captured, how he reacts to questioning, what happens under stress or questioning, etc.

*This game is adapted from Observing and Writing by George Hillocks, Jr. (ERIK Clearinghouse on Reading and Communication Skills, Urbana, Ill., NCTE, March, 1975)

Following this activity, students could be encouraged to work in pairs and select a character, anyone from a small girl to a big-city politician; write a brief paragraph about the personality of that person, and make a list of the objects that person might carry with him. The pair decides which materials to bring to class the next day, and the game is played again in groups of two or three groups of partners. Each pair plays the Spy Game.

II.B. 1. Does the composition contain an introduction, a development, and a conclusion?

Constant attention must be paid to organization, both in the paragraph and in the composition as a whole.

Activities:

a. Have the student copy the topic sentence from each paragraph in his composition after it is written. This should result in a clear summary of the whole. If it does not, help the student to see how the lack of good topic sentences has made it more difficult for the reader to follow the progression of his thought.

b. Have students exchange and outline each other's papers.

c. Supply the class with the body only of a sample composition and have them write an introduction and a conclusion to it.

d. Give the class a list of topics and have them write two different introductions and two different conclusions for the same topic.

e. As a purely mechanical device, tell the students thaat their composition must contain at least nine sentences - three paragraphs (introductory, developing, concluding) of three sentences each.

f. Give the students several topic sentences for a composition. Have them write topic sentences for an introduction and a conclusion for the composition.

1-a Introduction

Students generally have difficulty writing good introductory paragraphs. Examples of the four common types of introduction, the anecdotal, the outline, the contrast, and the funnel, may help the teacher assist the students in varying their introductions.

* An anecdotal introduction begins with a description of an incident which relates to the author's topic, and ends with a statement of his thesis. It is good because it captures the reader's attention. For example:

> My Uncle Harry hated Italian food. My mother hated Uncle Harry and took great delight in serving him spaghetti or ravioli whenever he came for dinner. Her repeated culinary attacks finally succeeded in ending his visits to our home. The last time that he ate with us, he invited our black Labrador Retriever, Midnight, up on to the table. Midnight consumed Harry's spaghetti and Harry headed for the door. Recently, I asked my mother about the source of the friction between her and her brother. I was amazed when she told me that it all had to do with M-O-N-E-Y.

* The outline introduction includes a statement of the thesis along with the major points to be covered in the essay. For example:

> I believe our school should have a smoking lounge. In the first section of this paper I will show how a consideration of student rights supports my view. In the second I will discuss the question of health hazards to non-smokers. Finally, I will examine the problem of cleanliness in the school lavatory.

* The contrast introduction is useful when the student's thesis goes against a commonly held point of view. It begins with a statement of the commonly held opinion and then presents the writer's opposing view.

> Many people think that the United State's program of space exploration is nothing less than a waste of money, a game played by scientists and technicians who are out of touch with the real needs of the country. The tax dollars spent on putting a man on the moon are seen as a sort of subsidy to individuals who, without the space program, would be standing in the unemployment line. The facts of the matter, however, support quite the opposite view. Money spent on the space program is returned many times in advances in medicine, industry, and education.

* The funnel introduction begins with a general statement designed to arouse the interest of the reader and to direct his thoughts toward the subject to be discussed. The rest of the introduction leads into the last sentence, the thesis sentence, by becoming increasingly specific and direct.

> The desire to be different motivates people to strange and unusual actions which often continue for no apparent reason. The middle-aged disco dancer treasures his individuality and continues dancing long after he has ceased to enjoy it. The sky-diver continues despite his fears in order to earn the envious stares of new acquaintances. Probably the most outstanding and timely example of this type of motivation is the teenager who continues his battle against established moral values long after the original satisfaction has passed. The teenage drug culture is an unfortunate result of this search for individuality.

II.B. 1-b. Development

Inadequate information, lack of details, and vague generalizations are some reasons for poor development. The following technique, adapted from the Weehawken project, is useful in helping students to expand topic sentences into well-developed paragraphs.

EXPANSION BY PARAGRAPHING

The generation of complete paragraphs, and of a series of related paragraphs, from an initial starter or topic sentence. The student begins with such a sentence, expands upon it to suit his purpose, and then converts the expanding words or phrases into additional sentences to form a paragraph. Each of those new sentences may then in turn be expanded into a separate paragraph by the same general process. The topic or starter sentence can often be moved to various positions within its paragraph, or divided into more than one sentence, or even omitted altogether if it seems redundant. Paragraphs can be subdivided or combined to show relationships among their component sentences.

Suggested Checklist Directions (Reword as needed)

For each paragraph in my composition, can I identify one or two sentences (topic sentences) that will help my readers to become interested in my paragraph and to see what the whole paragraph will be about? Can I move such sentences around to different places (beginning, end, or even middle) of some paragraphs to make the whole paragraph more interesting (or to vary the chronological or logical pattern)? Will the subject of my paragraphs be just as clear to my readers, in some instances, if I remove my topic sentence(s) altogether?

As I write my first draft, can I choose words from my lists of When? words and connecting (transitional) words (adverbs of time, conjunctive adverbs, subordinating and coordinating conjunctions) to make my paper as clear as possible for my readers? Can I use several different words, and not just the same few words? Can I place them in different places in my sentences (beginning, middle, end)?

Do some of my paragraphs have, towards the end, some transitional words, groups of words, or sentences that will give my reader an idea of what the next paragraph is about?

To make my composition easier for my readers to understand, can I break some of my very long paragraphs into two or more shorter paragraphs? Can I combine two or more very short paragraphs into one longer paragraph - especially if they are next to each other and tell about topics that could be

discussed together? Do I have enough variety in the lengths of my paragraphs: some short, some medium-sized, some long? For the sake of emphasis can I occasionally use a one-sentence paragraph in my paper (either a topic or a supporting sentence) when that sentence is very important to my composition?

Objectives

Development of individual paragraph or series of related paragraphs (use of topic sentences, supporting sentences, transitional devices)
Avoidance of shifts in topic, purpose, or point of view

Activities

1. From a language activity of interest, select a short, general statement and write it on the blackboard. Have it read aloud.

   Example: Our senior citizens receive many benefits from the city.

2. Now explain to the class that you wish to expand this sentence into several sentences, so that the message which it conveys will be clearer, more interesting, and more persuasive for readers. Have the students answer in concise short-phrase form the questions Who (or What) are we writing about?, What do they do (or What happens to them)?, What kind of (or Which)?, When?, Where?, How?, How much (or many)?, and Why?

   In the lower grades or with slower writers in the upper grades, let the students answer just a few of these; emphasize Who? What (happens)?, and perhaps What kind of? With more mature or skillful writers, however, encourage responses to a wider range of questions. You might also remind such students that the questions Who?, What (happens)?, and What kind of? can be answered by offering examples or illustrations of what the initial sentence means; that What (happens)? can allude to past or future time or to wishes, speculations, or possibilities (What might happen-?); that How much (or many)? can mean To what extent (or degree)?; or that Why: can refer to effects or results as well as causes or purposes.

   In any case, no matter how many or which questions your students are able or willing to deal with, have them list the answers before incorporating them into the paragraph. Encourage them to list as many items as they

can think of, for each question. Explain that this will make it easier for them later to choose the very best items. Explain, too, that some overlapping of answers is to be expected on a detailed list.

Examples:

Who (or What) are we writing about: senior citizens, older people, retired people, grandparents, people on Social Security, etc.

What do they do (or What happens to them): go on picnics, concerts, operas, see movies, get special medical care in clinics, are given reduced rates on city buses, have their own Senior Center in the Municipal Building, take courses with teachers from the Community College, (used to be) sitting and rocking all day, or watching TV, (now) busy and happy with lots of new hobbies, etc.

What kind of (or which): (now) happy, contented, (used to be) bored and lonely, gray-haired, low-income, sometimes feeble or sick, etc.

When: all year round, every session, mostly daytimes but sometimes evenings (such as operas or plays), not in snowy or very rainy weather, etc.

Where: parks, theaters, schools, housing developments for the elderly, the Senior Center, picnic grounds, country tours, etc.

How: generously, by putting up notices in the Senior Center, allotting money, sending out speakers and teachers, getting volunteer aides for the elderly, etc.

Why: makes elderly happy, to care for senior citizens' needs, senior citizens are voters, demonstrations by senior citizens, "Senior Power," etc.

How many (much): thousands of people, the whole population over 60, etc.

3. When your class has become able to handle at least two or three of the Expansion questions, and to supply at least one, two, or three possible answers for each question they can handle, go over to the next step. Now, encourage your students to form the answers into separate sentences which, added to the topic sentence, could help to make up the structure we call a "paragraph." (Such sentences have a variety of names in English and Language Arts textbooks: illustrative sentences, secondary sentences, subordinate sentences, etc. Here they will be termed simply "supporting" sentences. It is suggested, however, that as you teach this technique you substitute the particular label for them

which your own textbook or syllabus prescribes.

Be sure to explain to the students (especially if they have generated a fairly large mass of answers to some or all of the questions above) that they need not use all of the answers in those new sentences; that they should choose the answers which will communicate their ideas and feelings best to their readers. Encourage them, also, to reword some of these answers as they utilize them, and to add in any new ideas that occur to them as they form the sentences. (Students who experience difficulty in developing the short answers into sentences might be given practice in the Sentence Synthesis technique.) Finally, suggest to your students that they constantly re-read the whole paragraph as it is being formed, so that the new sentences are placed in good sequence for the reader.

Example:

> Our senior citizens receive many benefits from the city. Thousands of people over 60 used to be bored and lonely. Being forced to live on small Social Security payments, they would just sit and rock all day or watch TV. Often they were too feeble or sick to take good care of themselves. Now, because our elderly citizens are voters and have shown "Senior Power" in noisy demonstrations which have been well covered by the media, the city has given them their own Senior Center in the Municipal Building. Also, they get special medical care in city clinics and pay reduced fares on city buses. In good weather, they are taken on picnics in the country or to concerts, operas, or movies downtown by volunteer aides. They can enroll for special courses in their own housing developments with teachers from the Community College. All year around, notices on the walls of the Senior Center tell of exciting new events that are helping our older citizens to be healthier and happier than they ever were before.

4. When your students have finished putting together their paragraph, be sure to commend them for their creativity and willingness to follow your suggestions. However, regard what they have written as merely a first draft. Now, depending on the needs you have discerned in your students' writing generally, or simply on your interest in introducing the techniques experimentally, lead the class on to one or more techniques that will improve the paragraph: further Expansion, to make the paragraph more descriptive or explicit; slotting, for more varied language or more specific or concrete synonyms; movability, for variety in sentence-openings and emphasis.

5. To reinforce the concept of the topic sentence and its functions, you might have the class do a paragraph with 3-5 supporting sentences on any interesting subject. Then ask each student to take each of the supporting sentences in turn and treat it as a topic sentence for a new paragraph, to be written as an individual composition, with a few supporting or illustrative sentences of its own. In other words, each student is to write 3-5 additional paragraphs based on the 3-5 original supporting sentences.

Example:

(Original group paragraph)

Thomas Edison was a brilliant inventor. His incandescent bulb turned night into day in America's homes and streets. His phonograph brought music and laughter into millions of livingrooms. He was also one of the fathers of the motion-picture industry. Etc.

(Possible individual composition proceeding from the above)

Thomas Edison was a brilliant inventor. His incandescent bulb turned night into day in America's homes and cities. No longer did municipal streets have to rely upon inefficient, expensive gaslights or arc lamps to make them safe and passable after sunset. No more would farm housewives strain their eyes in the dim glow of candles or kerosene lamps as they performed evening chores. For rich and poor alike, young and old, the little incandescent bulb was like an extra eye that made everything marvelously visible in darkness. Etc.

His phonograph brought music and laughter into millions of livingrooms. World-famous orchestras, orators, and comedians were now at the command of almost every family, ready to perform at the flick of a needle, and over and over again without tiring. Especially for those living in small

towns or on farms, for whom a trip to a distant theater was almost never possible, the phonograph proved to be a major boon. For forty years, until the rise of radio, this invention was probably the most important source of entertainment and popular culture for the nation. Etc.

He was also one of the fathers of the motion-picture industry. True, Edison never foresaw the potentialities in the silent "shorts" that he produced in the 1890's. But it was out of just such early features as those and the equipment that Edison devised to make them, that the film industry as we know it today gradually developed. It is a long but straight road from the little "Black Maria" to the gigantic movie (or television) studios of today. Etc.

Have the individual compositions read aloud. Each student's paper will be unique as far as the new supporting sentences are concerned, but all of these sentences will still be related in various ways to the original topic sentences. You might, as each paper is read, ask the other students to try to identify the Expansion questions (step 2 above) that the writer was answering when he developed his additional paragraphs.

This process can of course be extended. Each new supporting sentence can itself be recorded as a topic sentence, and further paragraphs can be generated around it. Thus your students can be helped to perceive) that paragraphs can reproduce themselves into chapters, chapters into books, and books into volumes - all exhibiting an over-all topical or thematic unity.

II.B. 1-c Conclusions

Students may have no difficulty writing a concluding statement for a paragraph but may have great difficulty expanding a concluding statement into a concluding paragraph. Since good conclusions are developed in a variety of ways, it may be helpful to select a very simple technique such as a summarization of the main points of the essay followed by a restatement, in different words, of the thesis sentence.

Activity:

Select one of the student's own compositions. Give the student a framed outline for the concluding paragraph such as the following:

Point #1_____
Point #2_____
Point #3_____
Topic sentence_____
_____
Possible restatement of topic sentence_____
_____
_____

Discuss with the student what the main points of his essay are and write them in the blanks provided. Help the student identify his topic sentence and work with him to restate this idea in different words. Then have the student write a concluding paragraph which includes the main points and the restatement of the topic sentence. At first you may wish to construct a framed concluding paragraph for the student's composition using appropriate transitional devices.

Example:

At first _____. Then _____.
They also _____.
Therefore, _____.

Sample Student Composition:

In the early days, getting food was a major problem. Gathering seeds, nuts, and berries did not provide enough nourishment. Because they needed more food, early men learned how to develop weapons to become more skillful hunters.

At first they had hardly any weapons. If they wanted to kill animals, they had to be very patient. They hid behind trees and rocks and tried to kill animals

with big stones or tree limbs which they used as clubs.

Next they learned to sharpen stones and attach them to long sticks which they could throw at animals. This gave them a chance to get animals that were farther away from them. A man couldn't run as fast as an animal, but being able to throw a spear at one helped make up for it.

They also invented slingshots which helped them throw rocks faster and farther than a man could throw a spear. Now it became possible for men to kill animals they couldn't sneak up on.

Then hunters invented bows and arrows. These were the safest way of all. With bows and arrows, the hunters could stand at a safe distance from the animals and still get one. An arrow could usually go faster than the animal. A bow and arrow was also more accurate.

Early hunters learned to develop weapons.

Framed Outline:

Point #1 used clubs and rocks
Point #2 invented spears
Point #3 invented slingshots
Point #4 invented bows and arrows
Topic sentence: Men learned how to develop weapons to become skillful hunters
Possible restatement of topic sentence: As men developed better weapons, it became easier to hunt food.

Framed concluding paragraph:

At first _____. Next, _____. They also _____. Then _____. As a result _____.

II.B. 2. Is the material logically divided into paragraphs?

Poor paragraphing can obscure good organization.

Activities:

a. Supply the students with a model composition which is printed entirely in one paragraph. Have them indicate how they would divide it into paragraphs and discuss how they decided where to divide it.

b. Give the students a series of topic sentences. Have them arrange the sentences into a logical order and, adding material of their own, write a composition consisting of as many paragraphs as there are topic sentences.

3. Is all the material relevant to the subject?

The technique listed under II.A.1. can be used to develop an awareness of unity for the composition as a whole as well as for the individual paragraph. A review of this material may be of value for the teacher.

Activities:

a. Write a topic on the chalkboard. Ask students to "brainstorm" ideas related to the topic. Write each on the chalkboard. After a period of time, discuss each with the class and eliminate all those which would be irrelevant for the topic listed on the board. (When brainstorming, accept all suggestions without comment.)

b. Have the student imagine a dialogue in which he or she is trying to persuade a friend to do something. Before writing the dialogue, have each student list on one side of the paper all the arguments that he or she might use, and on the other side, all the objections the friend might raise. If the student indicates a need for remedial work on writing quotations, review this skill before assigning a written dialogue.

c. Give students groups of items containing an irrelevant item in each group. Have students identify the irrelevant item and explain why the item does not fit that particular group. Discuss a possible relation of that item to the whole group.

Example 1:

1. violet, rose, sweetpea, rhubarb, pansy
2. tennis shoe, golf shoe, black shoe, track shoe, walking shoe

3. addition, arithmetic, subtraction, division, multiplication
4. the executive branch of government, the judiciary, the legislature, the police force
5. the lazy student, the sophomore, the apple polisher, the student who cheats, the grind.

Example 2:

Indicate which item in each of the following classifications is inconsistent because it has not been classified on the same basis as other items in that group.

a. Roads: dirt, macadam, concrete, blacktop, toll
b. Courses of Study: algebra, noncredit, civics, journalism, history
c. Phonograph records: vocal, instrumental, stereo

See also English Language Arts, pp. 46, 53 and 70.

4. Does the student use linking expressions to relate ideas smoothly?

The reader should be able to follow the progression and development of the writer's thought. The student therefore needs to learn to use appropriate connectives and transitional words and phrases.

Activities:

a. Provide the students with a paragraph written with simple sentence patterns. For example:

Macbeth wanted to be king. He killed the king, Duncan. He became king. He killed his friend Banquo. He was killed by one of Duncan's friends.

On the chalkboard list possible linking expressions such as now, as a result, finally, then, next. Have the students rewrite the paragraph using the listed expressions to link phrases and clauses.

b. Provide the students with sample paragraphs from which the transitional devices have been deleted. For example: (Delete material in parenthesis before giving to students).

Charlotte, Emily, and Anne Bronte were three sisters who wrote novels in nineteenth-century England. Charlotte and Emily are still very famous authors. Anne, (however), would probably be completely unknown if she had not been their sister. Her talent was very small compared to theirs. (On the other hand) Anne was a very capable and accurate observer and reporter of life in Victorian England. (Consequently)

many readers might find her interesting as a minor figure in the history of literature.

Have the students compare their revisions with the original paragraphs and lead the students to understand the importance of these devices in developing coherence by discussing the different kinds of signals these devices give the reader.

II.C. Can the student write a concise, well-developed business letter?

The student sample business letter on page 43a presents the teacher with the types of problems often seen. Using the check-list, we find that the student does not accurately perceive the task at hand, and there are errors in form, punctuation, and spelling.

Activities:

1. The teacher should discuss this sample with the student, pointing out the placement errors in the return and inside addresses. As these seem to cause confusion, several samples could be given him/her to write correctly.

2. Have student work with other students to drill on spelling of problem words: February, sincerely, yours, etc.

3.a. Using the framing technique, give the students several sample business letters with different parts omitted. In this way, the students become comfortable with the form the letter should take and can concentrate on the content before attempting the entire task on their own.

_____

Cortland, New York 13045

_____

The Cortland Standard
110 Main Street

_____

_____:

Since we moved to our new address at _____, our Cortland Standard has not been delivered. Please _____ _____.

Yours sincerely,

_____

Copy and complete the following letter.

_____
_____
_____

_____
_____
_____

_____:

On _____ I ordered _____, (give necessary details of different type, size, color, catalog #) _____.

When I received my order, (tell what was wrong) _____

_____

I am returning (whatever it is) _____

Please (tell what you would like them to do) _____.

_____,

_____

4. Once the student is familiar with the form of the business letter, he can be presented with exercises in which the information for the various parts of the letter are presented in random order needing punctuation and capitalization. For example:

today's date
dear sir
Los Angeles, California
your address and zip code
sales manager
Bronco Sporting Goods Co.
Yours truly
64320
your name
14 Sonoma Ave.

or

Front Street
83204
Sincerely yours
Dear madam
Bar Harbor Maine
today's date
your zip code
Mrs. Angela King, director
Women's Employment Cooperative
your address

5. Have students practice writing business letters by finding advertisements for free materials and then sending for those that interest them.

6. Suggest that students pursue the ZIP code directory for names of towns or cities that interest them. They will write letters to postmasters of those towns and, including a self-addressed, stamped envelope, request a concellation from that town. (Many students will be able to find towns or cities with the same name as their own, and these letters are returned quickly.)

Business Letter: Sample Student Answer

Februay 5/1479 470 Feura
Bush Roud
New York, 12077

L. J. Black & Co.,
P.O. Box 5.51, Dept.
Tz, Sherman, M.A.
02158

Dear sir:

I would like to buy one of your T shirts. I would like to have it in black the size is S mens design. I will send you a check for #5.45 plus 55¢ for postage and handling. Thank you very much.

Sinceraly Yoblrs

Note: Sample letter extracted from "NYS Manual for Administrators and Teachers - NYS Preliminary Competency Test in Writing".

III

SENTENCE STRUCTURE

III.A. Does the student write complete sentences?

1. Does the student avoid sentence fragments?

The ability to write complete sentences is an important skill. Students need practice in recognizing sentence fragments, first in others' writing, then in their own.

Activities:

a. Sentence Fragment Game

Directions: You are planning a trip to New York City. You compose the following sentence-gram to send to a friend there:

> Leaving November 5. I will travel by car to the airport. Flight 606 from Ithaca. Arriving Kennedy Airport 8 a.m. I taxi from there to Plaza Hotel. I will expect you at hotel for lunch at noon. Main dining room. Looking forward to seeing you. Staying New York one week.

If each fragment costs 35¢ and each complete sentence costs 75¢, how much will it cost to send the above message? ($4.35).

You have only $2.25 to spend on the message. Rewrite it as three complete sentences.

b. Basic activities for recognizing and avoiding fragments.

(1) Write on the chalkboard patterns such as:

When Johnny Cash sings
by the thousand
like the story about the diver
to help his career
and the old favorites
Johnny Cash was singing

Have the students discuss each pattern, indicating which are fragments and which are already complete sentences. Individually or as a group, create sentences from the fragments.

(Help the students decide what element of completeness (subject, verb, or complete thought) is missing from each fragment. They will find that in some cases more than one element has to be supplied.)

(2) Use sentence synthesis to generate complete sentences.

Give students a list of nouns with instructions to write the first sentence that comes to mind for each one. Check to see that all sentences are complete.

Give students a list of words to create sentences. Include nouns, verbs, and transitional words like because, when, and although. Remind the students to write complete sentences.

2. Does the student avoid run-on sentences?

If run-on sentences are a problem, students need practice in recognizing them in others' written work and analyzing the problem before they can be expected to avoid such sentences in their own writing.

Activities:

a. Remind the students that a run-on sentence consists of more than one sentence written as one and that a long sentence is not necessarily a run-on one. Write a list of sentences from their work and discuss whether they are run-on or complete sentences and why.

Examples:

(1) It had recently been a car, it was now a total wreck.
(2) John turned to the two men, one was a police officer.
(3) He had just bought a new car and had asked Joe Brown to ride with him.
(4) The car had gone off the road, it was still burning.
(5) Joe Brown was arrested, his story contained a lie.
(6) He lied, they arrested him.

After the students have decided that all are run-on sentences except #3 and why, discuss the various ways to correct them.

(1) Place a semi-colon between the two complete thoughts--#1

It had recently been a car; it was now a total wreck.

(2) Divide the run-on into two separate sentences by adding a period--#2

John turned to the two men. One was a police officer.

(3) Separate the two independent clauses by a comma and a connecting word. The most common connectors are and, but, and or -- #4

The car had gone off the road, and it was still burning.

(4) Make it into a complex sentence by adding a word like while, after, because, as, since, unless, until, if this fits the meaning of the sentence --#5

Joe Brown was arrested because his story contained a lie.

(5) Sentence #6 could be corrected with the word because, with a semicolon, or with the word and. This sentence especially illustrates the fact that a short sentence can be a run-on one.

b. Assign for homework a paragraph to be written completely without end punctuation. Have the students exchange papers with instructions to add the necessary end punctuation.

From this activity the students should become aware of:

(1) The importance of division into sentences if a piece of writing is to be readable.

(2) The confusion in meaning that results if paragraphs are not properly divided into sentences.

c. Oral reading of a student's own work is most useful. Many times the student's voice will automatically drop at the point where end punctuation has been omitted.

III.B. Does the student express similar ideas in similar terms?

Parallelism rests on the assumption that like ideas should be stated in a like manner. It signals to the reader that the writer clearly sees the similarities among those ideas expressed.

Activities:

Give students examples of structures that are not parallel. Discuss why they are not. Rewrite examples of faulty parallelism so that they are parallel.

Example 1:

In math class, lines that "go the same way" are said to be parallel to each other. The lines on your notebook paper are parallel.

In writing, words or groups of words that "go the same way" are also said to be parallel. For instance, to eat and to fish are parallel because both terms name actions and start with to. The terms to eat and fishing are not parallel. The form of eat that is parallel to fishing is eating.

In the same way, the terms food, sea, and lake are parallel because they name things. The terms special, swampy, and fast are parallel because they are used to describe.

*. Underline the term in each group below that is not parallel to the others.

1. ponds, tanks, lakes, already, farms, fruit
2. thinking, seeing, running, to live, cooking
3. fast, large, small, scientist, slow, round
4. in ponds, in houses, in cars, Vermont, in barns
5. beside his house, inside the truck, under the arbor, a New York company, near the school
6. grown in ponds, in your back yard, fed special foods, raised in tanks.
7. big business, muddy water, good ideas, move over, tasty food
8. eating lunch, buying clothes, start hobbies, growing plants, cutting weeds
9. harder and harder, fish farm, mountain stream, plastic dome, potato peel
10. an old car, a special engine, needs repair, a valuable antique, an old jalopy

Example 2:

Everyone knows that the connecting words and, but, and or

are used to join parts of sentences together. But not everyone knows that sentence parts joined in this way should be as parallel as possible.

Not Parallel: The teenagers like to rebuild cars and driving them.

Parallel: The teenagers like to rebuild cars and to drive them.

Also Parallel: The teenagers like rebuilding cars and driving them.

* Underline the choice in parentheses that makes each sentence as parallel as possible.

1. To rebuild cars and (painting them, to paint them) are both possible.

2. In nature, fish are found in ponds, oceans, and (in streams, streams).

3. In most supermarkets you can buy either meat or (buy fish, fish).

4. Either you drive a car well or (don't drive well, you don't drive well).

5. To think about a career is easier than (to start one, starting one).

Example 3:

Rewrite each of the examples of faulty parallelism in two different ways. Make sure that each is parallel.

Example: He likes hiking and to swim.
Revision: He likes to hike and swim.
He likes hiking and swimming.

1. The teacher is intelligent, tolerant, and has patience.

2. Scott played soccer skillfully, aggressively, and he showed courage.

3. Gretchen loved to dance, to ski, and yodeling.

4. Mr. America suffers from ulcers, arthritis, and also has migraine headaches.

5. Sally dislikes to clean house and cooking meals.

III.B.

Example 4:

Improve parallelism in each of the following sentences by rewriting the underlined words.

1. Fonzi has traveled by camel, by motorcycle, and he has also used the airplane.

2. People who can't sleep do strange things. I count sheep; my vegetarian neighbor counts tomatoes; and themes are counted by my teacher.

3. A Boy Scout is trustworthy, loyal, helpful, tries to be friendly, shows courtesy, being kind, learns obedience, cheerfulness, practicing thrift, to be brave, and one who is clean and full of reverence.

4. Almost everyone is taught to respect his elders and that he should practice good manners.

5. He attended college to study, to prepare for a career, and for the purpose of making new friends.

See also English Language Arts, 1976, pp. 36

III.C. Does the student achieve variety of sentence structure?

1. Does the student avoid using only short and choppy sentences?

Activities:

a. Place on the chalkboard two sentences, such as:
The boy played hard.
The boy won the game.

Lead the children through the following steps:
Combine the two sentences using a connector.
The boy played hard, and he won the game.

Combine the two sentences without a connector, using a phrase
The boy won the game by playing hard.

Lead the children to distinguish between the original sentences and the new sentences which combine them in different ways. Discuss the effects of revision upon meaning.

b. As the children gain facility in combining basic patterns and in using phrases and clauses to expand basic patterns, have the children begin to combine patterns.

Example:

Basic Patterns

The spaceship blasted off.
The spaceship contained three astronauts.
The three astronauts were well-trained.
The three astronauts were ready for their duty.

Combined Patterns

Containing three well-trained astronauts who were ready for their duty, the spaceship blasted off.
The spaceship blasted off with the three well-trained astronauts who were ready for their duty.

Have the children evaluate their sentences noting the various techniques used to express the basic idea. Discuss the different styles of writing used.

c. Have the student write two simple sentences, such as:
The boy ran home.
His friends remained behind.

Then have the students discuss how they might combine the two simple sentences by a method other than compound structure.

Lead the students to use adverb clause markers and have them write their suggestions, such as:
While the boy ran home, his friends remained behind.
Even though his friends remained, the boy ran home.
The boy ran home while his friends remained behind.

Have the students discuss the different shades of meaning which result from using different clause markers and different subordinate clauses.

d. Have the students read their compositions aloud, either to a partner or to the teacher.

2. Does the student avoid using long, stringy sentences loosely connected by and, but, or so?

a. Have the student read the composition aloud to a partner or to the teacher.

b. Provide the students with some obviously long, stringy sentences. Discuss why the sentences are not satisfactory and then ask them to reorganize the sentence into more acceptable ones. For example:

(1) I'll never forget the day Skylab fell because all my friends thought it might fall on us and they were really worried but it fell in the Indian Ocean and onto some of Australia so President Carter sent an apology to the Australians and no one was hurt after all.

Tell the student to break the sentence up, using transitional words to keep the progression of his thought clear:

I'll never forget the day Skylab fell. All my friends thought it might fall on us and they were really worried. However, it fell in the Indian Ocean and onto some of Australia. President Carter sent an apology to the Australians, and no one was hurt after all.

III.D. Does the student use words like who, which, because, that, to put ideas of secondary importance into dependent (subordinate) clauses?

Subordinate clauses make students' writing much more interesting. There are certain devices which can be utilized to assist students in combining ideas and re-writing sentences.

Activities:

1. Post a list of clause markers which show complex relationships. At the lower levels emphasis should be upon function, not terminology.

Examples:
Cause: since, because
Result: so that, in order that
Time: when, after, until, while, as soon as
Condition: unless, although, if
Place: where, wherever
Relationship: who, whose, whom, that, which

2. Use of the slotting technique can be very valuable in teaching this skill. Example:

Daniel Boone was a pioneer.
Daniel Boone was a pioneer who _____.
settled Kentucky.
fought the Indians.
brought other pioneers over the mountains.

Halloween is a night on which _____.
George Washington, who _____, was the Father of His Country.
Candy, _____ we all like, is not always good for us.
We visit the amusement park when _____.
Since _____, America wanted to be an independent country in 1776.
Diamonds are so hard that _____.

After children can use one kind of dependent clause, have them start combining them.

A person who _____ in today's world will soon find out that _____.

3. In remediating the writing of older students, help them put the main idea of the sentence into the main clause, usually, and put the less important ideas into subordinate clauses, phrases, and modifiers.

Two main clauses: My neighbor is a tailor named Shapiro, and he sleeps in a Murphy bed.

Clause and appositive: My neighbor, a tailor named Shapiro, sleeps in a Murphy bed.

Three Main Clauses: Barney is tall. Next to most people he looks dark. He is also clumsy.

Three adjectives: Barney is tall, dark, and clumsy.

Two main clauses: My sister damaged two fenders and a garage door, and she gave up driving.

Main clause and Subordinate clauses: After my sister damaged two fenders and a garage door, she gave up driving.

IV

USAGE

IV. Usage

The major difficulty in remediating improper usage is that the student has already developed habits of speech which are often unacceptable in standard English. Constant reinforcement of these errors in situations outside of the classroom cannot be counteracted by a few minutes of instruction or a handful of written exercises. These habits were formed orally and can best be corrected by the same means.

For all of the areas in this section , the teacher can prepare oral exercises which can be used by the individual student as well as by an entire class.

Sample procedure:

1. Give the student a list of ten teacher-prepared sentences (ditto #1) that reinforce acceptable grammatical patterns which the student must read into a tape recorder.

2. Have the student play back his own recording and underline the correct choice on ditto #2 as he hears it. This can be self-corrected using a teacher-prepared key.

3. The student will then play a teacher-prepared tape which uses the same sentences with the correct choice omitted. This omission should be signaled by some audible device such as a beep or a bell. As the student listens, he must write the correct choice in the blank provided on ditto #3. This can be self-corrected using a teacher-prepared key.

4. This taped exercise should be followed by a writing exercise that will give the student practice in writing original sentences using the correct form. This will be teacher-corrected.

Following are four sample scripts for the taped exercises, two for subject-verb agreement and two for pronoun-antecedent agreement. The format of these scripts can be adapted to any usage problem.

In addition to such oral-aural practice, acceptable usage patterns can be reinforced by selecting exercises from a wide variety of sources. (See particularly the English Language Arts Curriculum Language Strand, 1972 edition.) Therefore, only examples of the most troublesome aspect of each usage problem are presented here.

Topic: Subject-verb agreement Packet A

Ditto #1

Read the following sentences into the tape recorder.

1. He doesn't care about swimming.
2. Sally doesn't do her homework.
3. It doesn't make any difference to me.
4. She doesn't make good biscuits.
5. Ned doesn't like fudge.
6. Mother doesn't want me to be late.
7. He doesn't like to study.
8. The sentence doesn't make any sense.
9. It doesn't have any meaning.
10. He doesn't have any money.

Topic: Subject-verb agreement Packet A

Ditto #2

Listen carefully to each sentence and underline the correct word as you hear it.

1. He (doesn't, don't) care about swimming.
2. Sally (don't, doesn't) do her homework.
3. It (doesn't, don't) make any difference to me.
4. She (don't, doesn't) make good biscuits.
5. Ned (doesn't, don't) like fudge.
6. Mother (don't, doesn't) want me to be late.
7. He (doesn't, don't) like to study.
8. The sentence (don't, doesn't) make any sense.
9. It (doesn't, don't) have any meaning.
10. He (don't, doesn't) have any money.

Topic: Subject-verb agreement Packet A

Ditto #3

Listen carefully to each sentence. When you hear the signal which indicates that a word has been omitted, choose the correct word in the parentheses and write it in the blank provided.

(doesn't, don't) 1. He _____ care about swimming.

(don't, doesn't) 2. Sally _____ do her homework.

(doesn't, don't) 3. It _____ make any difference to me.

(don't, doesn't) 4. She _____make good biscuits.

(doesn't, don't) 5. Ned _____ like fudge.

(don't, doesn't) 6. Mother _____ want me to be late.

(doesn't, don't) 7. He _____ like to study.

(don't, doesn't) 8. The sentence _____ make any sense.

(doesn't, don't) 9. It _____ have any meaning.

(don't, doesn't) 10. He _____have any money.

Topic: Subject-verb agreement Packet A

Ditto #4

Write sentences of your own for each of the following combinations.

1. He doesn't _____
2. Sally doesn't _____
3. It doesn't _____
4. She doesn't _____
5. Ned doesn't _____
6. Mother doesn't _____
7. He doesn't _____
8. The sentence doesn't _____
9. It doesn't _____
10. He doesn't _____

Topic: Subject-verb agreement Packet B

Ditto #1

Read the following sentences into the tape recorder.

1. Everybody comes to our house on Christmas.
2. Every boy on our block has a new ten-speed bicycle.
3. There are three new members in our club.
4. There is a hole in the pocket of my new jeans.
5. Nobody in our classes writes as well as my sister.
6. Are there any reasons for them to dislike us?
7. Either my mother or my father signs my report card.
8. Neither roses nor violets are my favorite flowers.
9. Each person in the library studies quietly.
10. He doesn't understand the directions.

Topic: Subject-verb agreement Packet B

Ditto #2

Listen carefully to each sentence and underline the correct word as you hear it.

1. Everybody (come, comes) to our house on Christmas.
2. Every boy on our block (has, have) a new ten-speed bicycle.
3. There (is, are) three new members in our club.
4. There (is, are) a hole in the pocket of my new jeans.
5. Nobody in our classes (write, writes) as well as my sister.
6. (Are, Is) there any reasons for them to dislike us?
7. Either my mother or my father (sign, signs) my report card.
8. Neither roses nor violets (are, is) my favorite flowers.
9. Each person in the library (study, studies) quietly.
10. He (don't, doesn't) understand the directions.

Topic: Subject-verb agreement Packett B

Ditto #3

Listen carefully to each sentence. When you hear the signal which indicates that a word has been omitted, choose the correct word in the parentheses and write it in the blank provided.

(come, comes)	1.	Everybody _____ to our house on Christmas.
(has, have)	2.	Every boy on our block _____ a new ten-speed bycycle.
(is, are)	3.	There _____ three new members in our club.
(is, are)	4.	There _____ a hole in the pocket of my new jeans.
(write, writes)	5.	Nobody in our classes _____ as well as my sister.
(Are, Is)	6.	_____ there any reasons for them to dislike us?
(sign, signs)	7.	Either my mother or my father _____ my report card.
(are, is)	8.	Neither roses nor violets _____ my favorite flowers.
(study, studies)	9.	Each person in the library _____quietly.
(don't, doesn't)	10.	He _____ understand the directions.

Topic: Subject-verb agreement Packet B

Ditto #4

Write sentences of your own for each of the following combinations.

1. Everybody comes_____
2. Every boy has_____
3. There are_____
4. There is_____
5. Nobody writes_____
6. Are there_____
7. Either my mother or my father signs_____
8. Neither roses nor violets are_____
9. Each person studies_____
10. He doesn't_____

Topic: Subject-verb agreement

Ditto #1 Packet C

Read the following sentences into the tape recorder.

1. The committee has finally announced its decision.
2. Members of the committee have been arguing among themselves for an hour.
3. Nobody in our classes has passed all of the tests.
4. The 1980 Olympics were held in Lake Placid.
5. Chicken pox was the big problem in our school last year.
6. Measles is a disease that can be prevented.
7. Studies in Children's Literature was one of our electives last year.
8. Mathematics is my favorite subject.
9. Lord of the Flies is my favorite novel.
10. Neither of the eggs has hatched.

Topic: Subject-verb agreement Packet C

Ditto #2

Listen carefully to each sentence and underline the correct word as you hear it.

1. The committee (have, has) finally announced its decision.
2. Members of the committee (have, has) been arguing among themselves for an hour.
3. Nobody in our classes (have, has) passed all of the tests.
4. The 1980 Olympics (was, were) held in Lake Placid.
5. Chicken pox (was, were) the big problem in our school last year.
6. Measles (are, is) a disease that can now be prevented.
7. Studies in Children's Literature (was, were) one of our electives last year.
8. Mathematics (are, is) my favorite subject.
9. Lord of the Flies (are, is) my favorite novel.
10. Neither of the eggs (have, has) hatched.

Topic: Subject-verb agreement Packet C

Ditto #3

Listen carefully to each sentence. When you hear the signal which indicates that a word has been omitted, choose the correct word in the parentheses and write it in the blank provided.

(have, has) 1. The committee_____finally announced its decision.

(have, has) 2. Members of the committee _____ been arguing among themselves for an hour.

(have, has) 3. Nobody in our classes _____ passed all of the tests.

(was, were) 4. The 1980 Olympics _____ held in Lake Placid.

(was, were) 5. Chicken pox _____ the big problem in our school last year.

(are, is) 6. Measles _____ a disease that can now be prevented.

(was, were) 7. Studies in Children's Literature _____ one of our electives last year.

(are, is) 8. Mathematics _____ my favorite subject.

(are, is) 9. Lord of the Flies _____ my favorite novel.

(have, has) 10. Neither of the eggs _____ hatched.

Topic: Subject-verb agreement Packet C

Ditto #4

Write sentences of your own for each of the following combinations.

1. The committee has _____
2. Members of the committee have _____
3. Nobody in _____ has _____
4. The 1980 Olympics were _____
5. Chicken pox was _____
6. Measles is _____
7. Studies in Children's Literature was _____
8. Mathematics is _____
9. Lord of the Flies is _____
10. Neither of the eggs has _____

Topic: Pronoun-antecedent agreement Packet D

Ditto #1

Read the following sentences into the tape recorder.

1. Women should demand their rights.
2. The mare needs her oats.
3. John has a cure for boredom; he rides his bike.
4. A bride is a beautiful person because she is usually happy.
5. Brides are beautiful because they are usually happy.
6. The storekeeper, with his wife, will attend his meeting.
7. Jane, together with Mike and Sue, will sing her song.
8. This television show is so bad it will probably be renewed.
9. The cherry picker used to get forty dollars a week and all he could eat.
10. Both the shortstop and the catcher will have to practice their fielding skills.

Topic: Pronoun-antecedent agreement Packet D

Ditto #2

Listen carefully to each sentence and underline the correct word as you hear it.

1. Women should demand (her, their) rights.
2. The mare needs (her, their) oats.
3. John has a cure for boredom; (you, he) rides (his, your) bike.
4. A bride is a beautiful person because (they, she) is usually happy.
5. Brides are beautiful because (they, she) are usually happy.
6. The storekeeper, with his wife, will attend (his, their) meeting.
7. Jane, together with Mike and Sue, will sing (her, their) song.
8. This television show is so bad (it, they) will probably be renewed.
9. A cherry picker used to get forty dollars a week and all (he, they) could eat.
10. Both the shortstop and the catcher will have to practice (his, their) fielding skills.

Topic: Pronoun-antecedent agreement Packet D

Ditto #3

Listen carefully to each sentence. When you hear the signal which indicates that a word has been omitted, choose the correct word in the parentheses and write it in the blank provided.

(her, their) 1. Women should demand _____ rights.

(her, their) 2. The mare needs _____ oats.

(you, he)
(his, your) 3. John has a cure for boredom; _____ rides _____ bike.

(they, she) 4. A bride is a beautiful person because _____ is usually happy.

(they, she) 5. Brides are beautiful because _____ are usually happy.

(his, their) 6. The storekeeper, with his wife, will attend _____ meeting.

(her, their) 7. Jane, together with Mike and Sue, will sing _____ song.

(it, they) 8. This television show is so bad _____ will probably be renewed.

(he, they) 9. A cherry picker used to get forty dollars a week and all _____ could eat.

(his, their) 10. Both the shortstop and the catcher will have to practice _____ fielding skills.

Topic: Pronoun--antecedent agreement Packet D

Ditto #4

Write sentences of your own for each of the following combinations.

1. women/their_____
2. mare/her_____
3. John/he_____
4. bride/she_____
5. brides/they_____
6. storekeeper, with his wife,/he_____
7. Jane, together with Mike and Sue,/her_____
8. television show/it_____
9. cherry picker/he_____
10. Both the shortstop and catcher/they_____

_____

Topic: Pronoun-antecedent agreement Packet E

Ditto #1

Read the following sentences into the tape recorder.

1. A boy must handle a knife carefully or he will cut himself.
2. Everybody at the boys' camp was eating his soup.
3. Everyone in the girls' chorus was singing her heart out.
4. Like a human being, a frog or a toad is proud of its swamp.
5. "Somebody lost his tooth on this ear of corn," Mother said to her sons.
6. If John and Steve are serious about learning math, they will study harder.
7. Everybody should stop scratching his head and start writing his essay.
8. Everyone in the stands, including the president, took off his hat when the national anthem was played.
9. If anyone cannot understand these directions, he should come to see me.
10. Each must make his own decisions.

Topic: Pronoun-Antecedent agreement Packet E

Ditto #2

Listen carefully to each sentence and underline the correct word as you hear it.

1. A boy must handle a knife carefully or (he, they) will cut (himself, themselves).

2. Everybody at the boys' camp was eating (his, their) soup.

3. Everyone in the girls' chorus was singing (her, their) heart out.

4. Like a human being, a frog or a toad is proud of (its, their) swamp.

5. "Somebody lost (his, their) tooth on this ear of corn," Mother said to her sons.

6. If John and Steve are serious about learning math, (they, he) will study harder.

7. Everybody should stop scratching (his, their) head and start writing (his, their) essay.

8. Everyone in the stands, including the president, took off (his, their) hat when the national anthem was played.

9. If anyone cannot understand these directions, (he, they) should come to see me.

10. Each must make (his, their) own decisions.

Topic: Pronoun-antecedent agreement Packet E

Ditto #3

Listen carefully to each sentence. When you hear the signal which indicates that a word has been omitted, choose the correct word in the parentheses and write it in the blank provided.

(he, they) (himself, themselves) 1. A boy must handle a knife carefully or _____ will cut _____.

(his, their) 2. Everybody at the boys' camp was eating _____ soup.

(her, their) 3. Everyone in the girls' chorus was singing _____ heart out.

(its, their) 4. Like a human being, a frog or toad is proud of _____ swamp.

(his, their) 5. "Somebody lost _____ tooth on this ear of corn', Mother said to her sons.

(they, he) 6. If John and Steve are serious about learning math, _____ will study harder.

(his, their) (his, their) 7. Everybody should stop scratching _____ head and start writing _____ essay.

(His, their) 8. Everyone in the stands, including the president, took off _____hat when the national anthem was played.

(he, they) 9. If anyone cannot understand these directions. _____ should come to see me.

(his, their) 10. Each must make _____ own decisions.

Topic: Pronoun-antecedent agreement Packet E

Ditto #4

Write sentences of your own for each of the following combinations.

1. boy/he/himself_____
2. everybody/his_____
3. everyone/her_____
4. a frog or toad/its_____
5. somebody/his_____
6. John and Steve/they_____
7. everybody/his/his_____
8. everyone, including the president,/his_____
9. anyone/he_____
10. each/his_____

IV.A. Does the student avoid errors in agreement?

- 1. Do subjects and verbs agree?

a. Indefinite pronouns as subjects take singular verbs.

Unacceptable: Everybody in this room have forgotten to bring pencils.

Acceptable: Everybody in this room has forgotten to bring pencils.

b. Phrases that come between the subject and verb do not govern the verb.

Unacceptable: The teacher, as well as her students, are crazy.

Acceptable: The teacher, as well as her students, is crazy.

c. In sentences beginning with the word there, the verb agrees in number with the subject that follows.

Unacceptable: There is some more cups on the counter.

Acceptable: There are some more cups on the counter.

d. If subjects are joined by or or nor, the verb agrees with the nearer subject.

Unacceptable: Either the dog or the cats is attracting fleas.

Acceptable: Either the dog or the cats are attracting fleas.

e. Collective nouns - like team, committee, jury, and trio - refer to groups. Consider a collective noun to be singular if you regard the group as a unit. Consider a collective noun to be plural if you regard the group as a number of individuals.

Unacceptable: Our team have lost their ninth game in a row.

Acceptable: Our team has lost its ninth game in a row.

Unacceptable: Our team has its personal problems and is not speaking to each other.

Acceptable: Our team have their personal problems and are not speaking to each other.

f. Book titles, course titles, and names of diseases are singular in meaning and take a singular verb.

Unacceptable: Mathematics are easy for Jack.

Acceptable: Mathematics is easy for Jack.

g. Quantities such as miles, dollars, and years take a singular verb when the amount is considered as a collective unit.

Unacceptable: Twenty years are a long time.
Acceptable: Twenty years is a long time.

h. A fraction of a singular thing is considered to be singular; a fraction of a plural thing is considered to be plural.

Unacceptable: Three-fourths of the pizza were eaten.
Acceptable: Three-fourths of the pizza was eaten.

2. Do pronouns and antecedents agree?

a. A pronoun must agree with its antecedent in number, gender, and person.

Unacceptable: Women should demand her rights.
Acceptable: Women should demand their rights.
Unacceptable: The stallion raised her head.
Acceptable: The stallion raised his head.
Unacceptable: A bride is beautiful because you are usually happy.
Acceptable: A bride is beautiful because she is usually happy.

b. Indefinite pronouns used an antecedents are referred to by singular pronouns.

Unacceptable: Everybody in the boys' chorus sang their part well.
Acceptable: Everybody in the boys' chorus sang his part well.

c. Use plural pronouns to refer to antecedents connected by and, but if antecedents are connected by or or nor, make the pronoun agree with the closer antecedent.

Unacceptable: If John and Henry are serious about learning Spanish, he will study his assignments.
Acceptable: If John and Henry are serious about learning Spanish, they will study their assignments.
Unacceptable: If either John or his brothers try, he can learn to bake a cake.
Acceptable: If either John or his brothers try, they can learn to bake a cake.

d. A pronoun which refers to a collective noun should be singular if the collective noun is thought of as a unit.

Unacceptable: The committee lost their sense of direction.
Acceptable: The committee lost its sense of direction.

IV.B. Does the student use the correct forms of adjectives and adverbs?

Learning to differentiate between acceptable and unacceptable usages of adjectives and adverbs presupposes the student's being able to identify and distinguish between these two types of modifiers. Numerous exercises and activities for developing this skill are readily available. When this skill has been mastered, the remedial teacher will want to concentrate on the most frequently-occurring errors:

1. Confusion of adjective and adverb
   - Unacceptable: The team played terrible.
   - Acceptable: The team played terribly.

   - Unacceptable: The team played good.
   - Acceptable: The team played well.

   - Unacceptable: The team played real well.
   - Acceptable: The team played really well.

   - Unacceptable: Don't feel badly!
   - Acceptable: Don't feel bad!

2. Double negatives
   - Unacceptable: He felt hardly no pain.
   - Acceptable: He felt hardly any pain.

3. Incorrect forms of comparisons
   - Unacceptable: This exercise is more easier.
   - Acceptable: This exercise is easier.

   - Unacceptable: She is the tallest of the twins.
   - Acceptable: She is the taller of the twins.

4. Fewer and less
   - Unacceptable: I now make less mistakes.
   - Acceptable: I now make fewer mistakes.

IV.C. Does the student use the correct forms of verbs?

The teacher who is dealing with remedial students has long recognized that the primary trouble in verb usage lies not with the regular forms of the verbs, but rather with the irregular verbs. Much of this, of course, is due to growing up in an environment in which the correct form is never heard. Merely telling the student, therefore, is not sufficient. Over and over again, the student must say the correct form in all patterns, so that new aural patterns are firmly established in the hearer's mind.

1. Point out to the student that the present form of do used with he, she, or it is the form ending in - s: he does, she does, it does. Therefore, he doesn't, she doesn't, and it doesn't are also correct. Adding not (or n't) does not permit the dropping of the s. He don't, she don't, and it don't are nonstandard.

2. Stress oral practice with the following verbs.

Present	Past	Past Participles
eat	ate	eaten
do	did	done
go	went	gone
see	saw	seen
write	wrote	written
begin	began	begun
run	ran	run
come	came	come
say	said	said
bring	brought	brought
break	broke	broken
freeze	froze	frozen
know	knew	known
grow	grew	grown
give	gave	given
ring	rang	rung
tear	tore	torn
wear	wore	worn

3. The verb to be is the most common and the most irregular verb. Its forms are listed below and should be practiced frequently.

Present	Past	Future	Present Perfect
am	was		
is		will be	has been
are	were		have been

IV.D. Does the student use the correct form of pronouns?

1. Nominative case for subject
   Unacceptable: Us girls went on a hike last Saturday.
   Acceptable: We girls went on a hike last Saturday.

2. Nominative case for predicate nominative
   Unacceptable: It was him that we saw yesterday.
   Acceptable: It was he that we saw yesterday.

3. Objective case for direct object
   Unacceptable: The robber hit Harry and I.
   Acceptable: The robber hit Harry and me.

4. Objective case for indirect object
   Unacceptable: The teacher gave John and I the answer.
   Acceptable: The teacher gave John and me the answer.

5. Objective case for object of a preposition
   Unacceptable: That is just between you and he.
   Acceptable: That is just between you and him.

6. Possessive case
   Unacceptable: The cat licked it's paw.
   Acceptable: The cat licked its paw.

   Unacceptable: Are the new books their's?
   Acceptable: Are the new books theirs?

IV.E. Does the student avoid substandard English?

Since there are probably thousands of substandard expressions in English, it is impossible to include all of them. Below are some of the most prevalent ones.

theirselves, themselves
   Unacceptable: Some people surely believe that God helps those who help theirselves.
   Acceptable: Some people surely believe that God helps those who help themselves.

hisself, himself
   Unacceptable: Jerry built that boat all by hisself.
   Acceptable: Jerry build that boat all by himself.

which, who
   Unacceptable: The new teacher, which lives on our street, is Miss Jones.
   Acceptable: The new teacher, who lives on our street, is Miss Jones.

he don't
   Unacceptable: He don't live on our street.
   Acceptable: He doesn't live on our street.

IV.E.

ain't
Unacceptable: Harry ain't coming today.
Acceptable: Harry isn't coming today.

can't hardly and other double negatives
Unacceptable: It is so foggy that I can't hardly see to drive
Acceptable: It is so foggy that I can hardly see to drive.

don't; got
Unacceptable: We don't got any homework.
Acceptable: We don't have any homework.

goes; says
Unacceptable: He goes, "Do you hear that?"
Acceptable: He says, "Do you hear that?"

busted; broken
Unacceptable: My watch is busted.
Acceptable: My watch is broken.

alot; a lot
Unacceptable: There are alot of reasons for having classes in English.
Acceptable: There are a lot of reasons for having classes in English.
Preferable: There are many reasons for having classes in English.

gonna; going to
Unacceptable: We're gonna study that together.
Acceptable: We're going to study that together.

Other unacceptable expressions include:

1. don't have no for don't have any
2. hadn't ought for ought not
3. teach for learn; learn for teach
4. borrow or loan for lend
5. bring for take and take for bring
6. leave for let
7. has got for has
8. irregardless for regardless
9. try and for try to
10. kinda for kind of
11. I dunno for I don't know

IV.F. Does the student avoid dangling modifiers?

A participial phrase at the beginning of a sentence must refer to the subject of the sentence.

IV.F.

Unacceptable: Standing on top of the hill, the view is breath-taking.
Acceptable: Standing on top of the hill, one sees a breath-taking view.

Unacceptable: Meeting Priscilla in the laundromat, it is hard to imagine her a movie star.
Acceptable: When one meets Priscilla in the laundromat, it is hard to imagine her as a movie star.

V

VOCABULARY

V.A. Does the student use the appropriate word for the context?

Errors in this area are usually the result of confusion of a word with another which is similar, the use of a word which has a second meaning that is not appropriate to the context, or the use of a word that is not specific enough.

Activities

1. Begin collecting examples of such errors. Put the complete sentence on the board and ask students to spot the questionable word and to suggest the word the writer probably had in mind.

2. Collect Malapropisms and share them with the class. The more humorous they are, of course, the better. For example:

   a) I have been striding to improve my vocabulary.
   b) It was not until after he had killed his wife that Othello recognized her virtuosity.
   c) Udder disaster seemed eminent.
   d) Our principal doesn't want students to conjugate in the hall.
   e) He is a real man of extinction.
   f) Capital punishment is an effective detergent to crime.
   g) The game went into extra innings --it was a real cliff-dweller.

3. Students often have difficulty using words that they have learned in vocabulary exercises. Having learned that trite means tired-out, a student wrote, "She was all trite from her day's work." Have students construct sentences which show clearly that they understand the proper context in which to use newly-acquired words.

4. Review with students the levels of usage and stress the importance of using the level appropriate for the writing task at hand. Remind them to avoid abbreviations, contractions, and slang. Supply them with a paragraph containing examples of these and have them rewrite it in formal English. For example:

   It's often very hard for me to get down to work in the evening at our house. Mom is always hollering at me for having the T.V. on, and how can I work when someone's always hollering at me? Then, my kid brother's always on the phone, and I can't really concentrate when he's talking about stuff that I want to hear. So it's no wonder that I don't always have my homework done.

V.A.

5. Start a list of "dirty words" -- undesirable ones that crop up frequently in your class's writing. Declare a moratorium on such words and urge students to avoid them. It might even be helpful to keep the list, printed large enough for everyone to read it from his seat, on the bulletin board. Such words might be:

   etc.
   a lot
   thing
   this point in time
   well
   gonna

V.B. Does the student achieve variety by avoiding repetition?

Repetition of a favorite word or words tends to make a student's writing uninteresting and general. Many students need help in finding new ways to express themselves.

Activities:

1. Write a list of nouns on the chalkboard. Have the students together think of one or more synonyms for each noun. Then ask each student to use the synonyms in a short paragraph.

2. Write a simple paragraph on the chalkboard, or distribute a ditto of one. Have the class practice rewriting the paragraph substituting synonyms for as many words as possible, except prepositions and conjunctions.

V.C. Does the student express ideas in concrete terms?

Words must convey the exact meaning in order to avoid vagueness. Sometimes a student cannot use the concrete term because of a lack of vocabulary skill. At other times, it reflects a kind of mental laziness. A few exercises in developing vocabulary may aid these students in proofreading their own work for specific terms.

Activities:

1.a) Have students construct general-to-specific ladders, with the most general term at the top and most specific at the bottom, i.e.:

GENERAL	animals
	four-legged animals
	pets
	dogs
	poodles
SPECIFIC	my pet, Fifi

b)

GENERAL	transportation method
	vehicle
	vehicle with wheels
	automobile
	new automobile
	new Chevrolet
	new blue Chevrolet
	new, blue, 2-door Chevrolet
SPECIFIC	my new, blue, 2-door Chevrolet

2. Go from music to your favorite record or tape.
Go from clothing to your best outfit.
Go from food to what you'd like to eat most.

3. Use a picture of an object and have children think of as many terms as they can to describe the object.

4. Have students keep a vocabulary notebook for concrete terms. Have a special section for each of the five senses. Have them add to the list for each of the five senses as often as they can.

5. As a class exercise, list two words on the board, on concrete and one abstract.

Example: Rock
Happiness

Discuss that rock gives an instant picture in your mind, but that happiness isn't so easy. You can't see it and each person attaches to the word meanings of his/her own. Trying to give meaning to an abstract term can help the student learn to express ideas more correctly. Other abstract terms are *peace, joy, love, hope, and manners.*

6. Declare war on words like said, went, go, and did. Start a list of words which can substitute for these words and encourage constant use of it.

7. Have students write a paragraph describing a scene several times, focusing on one sense at a time.

8. Have students discover and describe relationships in Norman Rockwell Saturday Evening Post covers.

V.D. Does the student avoid illogical comparisons?

Remedial students should be encouraged to use comparisons in their writing. Illogical comparisons are usually a result of incomplete, ambiguous, or faulty comparisons and should be discussed individually with the students. Help them to see that good comparisons depend on completeness, clarity, and logic.

1. Incomplete comparisons. Examples:
   Lemonade is more refreshing.
   The desert is as dry.

   Activity: Through oral discussion help the student see that these comparisons do not answer the question than what? The teacher can give the student oral practice by reading the first part of an incomplete comparison and having the student complete it. Reverse roles and allow the student to start a comparison which the teacher must finish. Follow this by giving the student a prepared ditto of incomplete comparisons which the student must finish. Examples:
   Candy is more fattening _____.
   The night was as dark _____.

2. Ambiguous comparisons. Example:
   I like my dog better than Jack.

   Activity: Discuss the ambiguity of the comparison with the students. Give the students practice in making ambiguous comparisons clear by giving them numerous examples of ambiguous comparisons which they must rewrite to make clear.

3. Faulty placement of the if not phrase. Example:
   Sally was as pretty, if not prettier, than Sue.

   Activity: Through oral discussion help the students see that if the if not phrase is omitted, the rest of the sentence, Sally was as pretty than Sue, does not make sense. Show how the comparison can be improved by shifting

the if not phrase to the end of the sentence. Sally was as pretty as Sue, if not prettier. Give the students practice by having them rewrite sentences containing misplaced if not phrases.

4. Faulty comparison. Example:
I was skinnier than any student in school.

Activity: Through oral discussion help the students see that it is not possible for anyone to be skinnier than himself. Show them that this can be corrected in two different ways.

Examples: I was skinnier than any other student in my school.
I was the skinniest student in school.

Give students practice in revising this type of faulty comparison by having them rewrite in two different ways a list of sentences containing this error.

5. Comparing unlike things. Examples:
The bacon spattered like a volcano.
An empty cup is like a writing desk.

Activity: Through oral discussion help the students understand that a writer must give the audience some clue to understanding the comparison. Does a volcano spatter? Did the writer mean that the bacon grease spattered like lava coming from a volcano? Ask the student why an empty cup was like a writing desk. Show how the idea could have been made clearer to the reader.

VI

MECHANICS

VI. Mechanics

It would be advisable if all teachers in a school system would cooperate in the production of a style handbook for their school. It should contain acceptable forms for written work which would be stressed by all teachers and adhered to by all students. Some suggestions follow:

1. Kind of paper to be used
2. Use of only one side of paper
3. Margins defined
4. Placement of title, indentations for paragraphing
5. Handwriting checks--The student:
   a. writes legibly
   b. avoids flowery flourishes
   c. crosses t's
   d. does not write a's that look like o's, or e's that look like i's
   e. makes clear differentiation between capitals and small letters
6. Numbering pages
7. Proofreading directions
8. Submitting the paper:
   a. folded or not
   b. placement of name, course, date
9. Correct form for letters (friendly and business)

VI.A. Does the student have problems with spelling?

For many remedial students, one of the biggest obstacles to producing acceptable written English is the problem of spelling. Some misspellings are the result of careless proofreading; others stem from writing under pressure; many are simply from lack of knowledge. If students misspell words in one sentence which they have spelled correctly in another, the teacher may assume that the errors do not stem from lack of knowledge.

Activities:

1. Have students keep lists of correct spellings of words they have misspelled in composition work. Allow time occasionally during which partners may test each other on these personal lists.

2. Have students read aloud what they have written. This will enable the teachers to pinpoint pronunciation problems which lead to misspellings - suppose for supposed, suprise for surprised, goin for going.

3. Keep a list of words which seem to present a problem to the entire class. Use these for spelling assignments. Often these will be words which sound alike, such as: your - you're; no - know; to - too. In this case, the related activities need to stress the spelling of the word in its particular context.

   Examples:

   _____ not going out tonight.
   (You're, your)

   _____ coming to our school tomorrow.
   (They're, their, there)

   In the case of problem words which do not sound alike, focus the students' attention on the troublesome spot.

   Examples:
   He started work last We_ _ _ day.
   I didn't rec_ _ ize you at first.
   I am just not int_ _ ested in television.
   The letter was signed "Sinc_ _ _ly yours."

4. Have students practice the correct spelling of words they have misspelled by writing each word five or ten times.

5. Content area teachers may distribute lists of specific words involved in a particular unit. Assignments with these words can double as spelling and vocabulary work. (See #3 above - technique for focusing on a troublesome spot.)

VI.B. Does the student punctuate correctly?

Punctuation: the punctuation errors found in students' writing often indicate a lack of experience in writing. As a result, students have fragmentary knowledge of the punctuation system.

As Ms. Shaughnessy indicates, ". . . punctuation sharpens the sense of structure in a sentence first by marking off its boundaries and second by showing how certain words, phrases, or clauses within the sentence are related." She further states that "Judgements relative to punctuation must grow out of a familiarity with the sentence as a grammatical unit and with the process whereby sentences are enlarged. Punctuation becomes a problem not because the student lacks competence with sentences but because the writing down of the sentences introduces new competencies that the student has not been taught.* Instruction in punctuation can improve if teachers base instruction on the individual needs of students.

Students can improve their use of punctuation by: (1) viewing their own work as readers would, (2) understanding the significance of punctuation to all readers, and (3) reducing their own confusion about the names and uses of the punctuation marks themselves.

The following rules of writing are those that students need to know. They are best taught in context and are presented here for teacher reference.

Periods
- At the end of every declarative sentence
- After initials and most abbreviations
- After numbers and/or letters in a listing

1. Milk	I. Born
2. Bread	A. Place
3. Cheese	B. Date

- Three periods show an omission in quoted material: "She was first...each time."
- Between dollars and cents and to indicate decimal fractions: $1.95, 6.5

Question Mark
- After a direct question
- To indicate uncertainty: Socrates 470? - 399 B.C.

Exclamation Mark
- After exclamatory sentences or phrases:
  - Wait for me!
  - Stop!

*Mina Shaughnessy, Errors and Expectations: A Guide for the Teacher of Basic Writing (New York: Oxford University Press, 1977), pg. 24 & 27 quoted in Writing - Manual for Administrators and Teachers (Albany, N.Y.: University of the State of New York, State Education Department, 1978) pg. 8

Quotation Marks

To enclose a direct quotation:
"I'll be finished in a minute," said Ben.

For titles of articles, chapters of books, and short poems (italics or underlining is used for titles of books, etc.): Read the article, "President Carter in Europe," in today's New York Times.

To distinguish words or letters used just as words or letters: The letter "e" is a vowel.

To show words being used in a special sense:
He's a real "pro."

Single quotations are used only to show a quotation within a quotation.

Commas

In writing dates: I was born on Monday, May 7, 1967.

To separate the city from the state: Schenectady, New York

In a series: Alex had his paper, pencil, and books with him.

A series of adjectives unless joined by a conjunction:
The large, angry dog chased me.
A large and angry dog chased me.

An adverbial clause when it precedes a main clause:
When it rains, we stay indoors at noon.
If we don't hurry, we'll be late.

In direct quotations:
Bruce said, "I will not be in today."
"When," asked Helen, "will you be in?"

For clarity:
When I say go, go.

Persons addressed:
Jane, will you come with me?

To group numbers into sets of three:
1,100,456

Follow the salutation in a friendly letter and the complimentary close of all letters:
Dear Mother,
Yours truly,

To divide two sentences linked by but, nor, for, or and.

To separate words or groups of words in a sentence that could be removed without changing the meaning of the sentence: My cousin, I believe, is arriving tomorrow.

Apostrophe

To indicate the omission of letters from words:
It isn't mine.

To indicate possession:
That book is Bruce's.
The girl's booth was ready first.

Exceptions are the possessive pronouns:
its, his, hers, theirs

Hyphens

Words containing common prefixes such as anti, co, extra, enter, multi, non, post, pre, semi, sub, and under are not hyphenated.

Exceptions are made where a double vowel, not separated by a hyphen, would make pronunciation unclear.

co-owner, semi-independent

Other exceptions are made to avoid confusion in meaning.

re-form (to make again) and reform (to improve)

re-creation (to create again) and recreation (leisure activity)

Children should learn to refer to a dictionary for help with compound words.

Semicolons

Used between two sentences that are related in thought and equal in importance: The car is severely damaged; it may never run again.

Used to separate a series of phrases that contain commas: The three important speakers were Dr. Jones, a pediatrician; Mary Smith, a nurse; and Janet Brown, a psychologist.

Colons

Used to direct attention to particular items or statements in a sentence: There is only one thing on my mind: food.

Other uses:

a. Time: 4:15 PM
b. Biblical chapters and verse: John 3:16
c. Title and subtitle: New World Beginnings: Indian Cultures in America
d. Business saluatations: Dear Sir:

Parentheses

Used to set off comments or information that have no direct point in the sentence's thought: According to Jane (and she's no authority), the new dress styles are super.

Used to set off numbers or letters used to list items in a sentence: This unit deals with (1) usages, (2) structure, (3) punctuation, and (4) spelling.

Underlining

Used for titles of books, full-length plays, magazines, newspapers, record albums, long musical works, operas, ships, encyclopedias, television series.

* As a general rule, the longer work is underlined and its components appear in quotation marks. For example:

In the chapter "Hundreds of People" in A Tale of Two Cities....

The title of a record album is underlined, the songs in quotes.

Words and letters which are referred to as words and letters are underlined. For example:

The word companion is derived from the Latin words for with and bread.
A is the first letter of the alphabet.

Words from foreign languages which are not part of the standard English vocabulary are underlined:
For dinner we are having pot-au-feu.

Words are also underlined for emphasis. Students should be warned against the widespread tendency to use quotation marks for this purpose.
I would never do that
NOT I would "never" do that.

VI.C. Does the student capitalize correctly?

Students often use lower case letters for the first letters of proper nouns and, occasionally, for the first words in sentences. One way of reducing the incidence of such errors is to display a wall chart illustrating the use of capital letters in a wide variety of situations. The wall chart operates as an open dictionary for checking the use of capital letters.

In general, knowledge of appropriate capitalization develops over a period of time as students meet and solve capitalization problems in their writing. Much of the students' knowledge undoubtedly transfers from their reading. The student who reads reluctantly or poorly suffers here, as in so many skill areas, from lack of familiarity with the written word. Direct, developmental instruction from elementary through secondary levels should focus on certain routine rules of capitalization: first word of a sentence, proper nouns and abbreviations of proper nouns, adjectives formed from proper nouns, personal titles preceding a person's name, titles of written pieces and publications. Other capitalization problems can be dealt with as they arise.

VI.D. Is the student's handwriting neat and legible?

Although many teachers may consider handwriting a minor problem, the sad fact is that for many children the very physical task of forming letters is such a trauma that it completely destroys all attempts to write even a simple sentence, to say nothing of the paragraph or the longer composition. On the remedial level, handwriting problems are best diagnosed and treated on an individual basis, or by grouping those children with similar problems together.

1. Facility

If facility is the problem, the simple exercise of physical skills needs to be stressed every day. Students may copy from a book, striving for speed, accuracy, ease; may recopy first drafts; may make lists for teachers or aides or perform any other written tasks which the teacher can think of. For this student, the mere physical task practiced over and over again should improve handwriting, as practicing kicking a soccer ball or playing a measure of music over and over should increase facility in those skills.

2. Legibility

If the student's handwriting is difficult to read due to illegibility, it may be because: (a) the student doesn't know how to form the letters correctly, or (b) the speed at which the task was done destroyed legibility. When the problem is diagnosed, teachers can make up exercises to meet the problems. There are handwriting materials available in which students can practice correct formation of letters.*

*The following book is recommended for remediation of long-established poor handwriting: Creative Growth with Handwriting, Readiness to 8th Grade. Second edition, 1979. Zaner-Blaser.

3. Physical problems

In rare cases where the student's problem is a physical one which negates the writing task entirely, other methods, such as typing or tape-recording may have to be used.

In all written work, teachers must encourage students to meet the highest possible standards. Only in this way will students show improvement, for students will try to work up to expectations.

VI.E. Is the paper free from errors that could have been eliminated by proofreading?

Teaching a student to proofread and revise should be emphasized. Students can be encouraged to do this in a variety of ways.

Activities:

1. A paragraph from a student's paper can be copied on the chalkboard or overhead projector and revised several times with the help of the class.

2. Students can read their compositions to each other. If the listening students are supplied with carbon copies of the composition they are hearing, they will be able to spot errors more readily.

3. Students can read their compositions into a tape recorder and check their papers as they listen to the playback.

4. Students can devise check lists to use when they correct their own or each other's papers.

5. Start a bulletin board of "bloopers" culled from newspapers and magazine articles which students bring in.

6. Have students place each piece of writing in their folders. Instead of trying to correct each assignment, allow students to choose one from every five they have completed which they will then proofread, revise, and hand in for a grade.

7. An unsatisfactory paper, with teacher's comments, can be returned to the student with a note to the effect that a well-revised paper will result in a higher grade for the assignment, as the two marks will be averaged together.

8. A standard list of proofreading symbols should be established for the use of both students and teachers in a school system. As children mature, more of these symbols can be used in their own corrections, and exercises can be based on them. Give the students a paragraph with many obvious errors and have them proofread it using the symbols, then rewrite the paragraph.

KEY TO GRADING SYMBOLS

	Close up; write as one word
0	Unnecessary punctuation; necessary punctuation omitted incorrect punctuation; capitalization error
//	Parallel structure required
^	Insert omitted word(s)
¶	Paragraph
	Reverse
#	Numbers (write out or use numerals, whichever the case may be)
X	Omit
Agr	Agreement error (subject-verb; noun-pronoun)
Colloq	Colloquialism
Frag	Sentence fragment
H	Hyphenation error
It	Underline
K	Awkward
MM	Misplaced modifier
Org	Organizational error
P of V	Violation of point of view
R	Repetition; redundancy
Ref	Reference error (pronoun)
RO	Run-on sentence
SS	Sentence structure
Tr	Transition - poor or lacking
U	Usage error
V	Variety needed
VT	Verb tense error
W	Wordy
WC	Word choice

APPENDIX A

SAMPLE PCT AND RCT QUESTIONS

INTRODUCTION

In a bulletin to Superintendents of Public and Nonpublic Schools and District Superintendents in October, 1979, the State Education Department described the format of the Regents Competency Test on Writing:

> The test, which is designed as a direct measure of a student's ability to organize and present ideas in written form, will consist of three different types of writing tasks: a business letter, a report, and a piece of persuasive discourse (composition).

Included with this description was a list of topics for each writing task:

> ...not only to provide a general framework for the questions that are written for the competency tests but also to help teachers develop instructional materials for their writing programs. Teachers should be aware of two distinctive features of the Regents Competency Test in Writing: (1) the topics for the three tasks are presented in a context which establishes the specific audience and purpose for the writer and (2) students are required to plan, to edit, and to revise first drafts before producing their final responses.

In the following section, several of these topics have been expanded into sample questions which teachers preparing students to take the test may find helpful. These pages have been set up so that they can be removed from the book and duplicated for distribution to students.

To make the material adaptable for preparing students to take the PCT, we have also included some samples for business letters ordering merchandise by mail. In addition, we have left a blank for the number of words required for the composition (Part III). The PCT requires "about 150"; the RCT "at least 200."

I. Sample questions for the business letter (PCT)

Read the advertisement below.

RECORD AND TAPE CLOSE-OUT!

PRICES SLASHED!

Stock up on your favorites - never again will these fantastic recordings be offered at this unbelievable price!

Records - $ .99

8-Track Tapes - $ 1.99

Cassettes - $ 2.99

When ordering, specify whether records, 8-track tapes, or cassettes. Send $3.00 postage and handling for each item to: RECORD SMASH, Box 100, Gypville, NY 10025.

The Kerosene Icebag: Night Music

Mozart: Complete String Quartets

The Happy Vampires: Bloody Songs

Sally and the Walruses: I'll Crawl Along

The Podunk Fire Brigade: Strauss Waltzes

Percy Dovetonsils Reads His Own Poems

Write a business letter ordering one of these recordings. When you write your business letter, be sure to:

* Plan what you will write
* Give the company all the information it will need to fill your order
* Use an acceptable business letter form
* Write complete sentences
* Check your spelling, punctuation, capitalization, and usage

Read the advertisement below.

CAN'T FIND IT AT THE SUPERMARKET?

You want to prepare a special dish for a special occasion - but where can you find shallots? Hard-to-find foods can now be ordered from GOURMET FOODS, INC., 202 Scallion Street, Escoffier, NY 10025. Include $.25 postage for each item ordered.

Shallots - 6 oz. jar	$ 1.50
12 oz. jar	2.50
Snails - 1 dozen	5.00
2 dozen	8.50
Whole vanilla beans -each	1.00
Pure Asafetida - 2 oz. can	1.00
4 oz. can	1.50
6 oz. can	2.00
Imported Egyptian Curry	
2 oz. box	2.50
4 oz. box	4.00
6 oz. box	6.50

Write a business letter ordering two of these items. When you write your business letter, be sure to:

* Plan what you will write
* Give the company <u>all</u> the information it will need to fill your order
* Write complete sentences
* Check your spelling, punctuation, capitalization, and usage

Read the advertisement below.

NEED HELP?

These handy do-it-yourself guides turn amateurs into experts! Easy to read, clear, with many illustrations in full color. All titles are available in paperback at $2.95 or hardback at $5.95. When ordering, specify catalog number, title, author, and type of binding desired. Include $.55 postage and handling for each title.

001 Hester Prynne: Sew It Yourself

002 Thomas Sawyer: Paint It Yourself

003 Alexander Manette: Make Your Own Shoes

004 Therese Defarge: Knitting Made Easy

005 Harry Thoreau: Build Your Own House

006 Basil Hallward: Portrait Painting for the Beginner

007 Sherlock Holmes: Beekeeping for Fun and Profit

008 Robinson Crusoe: Build Your Own Boat

009 Ebenezer Scrooge: Accounting Made Simple

010 Jack Spratt: Low Cholesterol Cooking

SELF-HELPERS
Box 55
Booktown, CA 98976

Write a business letter ordering one of these books for a friend or relative. When you write you business letter, be sure to:

* Plan what you will write
* Give the company all the information it will need to fill your order
* Use an acceptable business letter form
* Write complete sentences
* Check your spelling, punctuation, capitalization, and usage

Read the advertisement below:

> Special offer: For a limited time only, we are offering our regular $19.98 sneakers for $12.50 a pair. These are available in men's sizes 6-12 and women's sizes 5-10 in the following colors: blue with white, maroon with gold, and tan with brown. Send order to R.F. White, Inc., 50 Main Street, Owego, NY 13672

Write a business letter ordering a pair of these sneakers. When you write, be sure to:

* Plan what you will write
* Give all the information needed to fill your order
* Use an acceptable business letter form
* Write complete sentences
*Check your spelling, punctuation, capitalization, and usage

Read the advertisement below:

> Kiddie Lamp Spectacular! Just in time for Christmas. Buy several for all the little Disney fans on your Christmas list. All lamps feature break-proof base of any of the following Disney favorites: Donald Duck, Mickey Mouse, Snow White, Goofy, and Bambi. Shade included in your choice of blue, red, or brown all with white trim. Send $10.95 for lamp and shade to Disney Favorites, 69 Hollywood Drive, Los Angeles, CA 96201. New York orders must include 7% sales tax.

Write a business letter ordering one of these lamps for a younger brother or sister. Be sure to:

* Plan carefully
* Give all necessary information so that your order can be filled
* Use acceptable business letter form
* Write complete sentences
* Check your spelling, capitalization, and usage.

Read the advertisement below.

VITAMIN C

High Potency Tablets

Highest Vitamin C nutritional protection we've ever offered. Especially valuable during cold weather or other times when Vitamin C rich foods are scarce or expensive. High potency formulas for low prices.

	100	250	500	1000
Formula No. 32 (100 Mg.)	$1.00	2.15	4.10	7.85
Formula No. 32-A (250 Mg.)	$1.39	3.29	6.25	11.85
Formula No. 32-B (500 Mg.)	$2.39	5.75	10.90	20.75

Compare and Save $2.47

Abbott Ascorbic Acid 500 mg
100 Tablets Product No. 384 **$4.86**

Herrschner Ascorbic Acid 500 mg
100 Tablets Formula No. 32-B **$2.39**

Write a business letter ordering one of these vitamin C formulas. Send a check for the amount indicated, including seven percent sales tax to: Herrschner Pharmaceuticals, 1300 Abbot Drive, Elgin, Illinois 60120.

* Plan carefully
* Give all necessary information so that your order can be filled
* Use acceptable business letter form
* Write complete sentences
* Check your spelling, capitalization, and usage

Read the advertisement below.

Gingham Shirts

(For Men and Women)

Fine quality, tightly woven all cotton gingham fabric. Very smooth finish, light in weight and long wearing. Washable.

Dress shirt style with button-down collar, long sleeves, tails, and single breast pocket. A superior shirt in tailoring and fit.

Weight 7 oz. Men's sizes: Sm. (34-36), Med. (38-40), Lg. (42-44) and XLg. (46).

1651 Men's Gingham Shirt, $20.75 postpaid.

Women's Model

Attractive, small gingham checks in a lightweight, smoothly finished all cotton fabric. Soft, durable and very comfortable. Washable. Finely tailored with back yoke, two button cuffs, long sleeves and long "tuck-in" tails. Spread collar has permanent stays to insure neat appearance. Weight 7 oz. Women's sizes: 7/8 to 17/18. 4322G Women's Gingham Shirt, $20.75 postpaid. Send check or money order for your choice to: Bliss Apparel,Inc., 132 Mountain View Drive, Tucson, Arizona 84192.

Write a business letter ordering one of these shirts. When you write your business letter, be sure to:

* Plan what you will write
* Give the company all the information it will need
* Use an acceptable business letter form
* Write complete sentences
* Check your spelling, punctuation, capitalization, and usage

OWENS' BIG PRE-FALL SALE OF BOYS' JACKETS

GREAT REDUCTIONS - ACT NOW ---

*Lightweight, unlined, nylon, zipper-front; colors: red blue, green, brown. Sizes s,m,l. Original price $8.99. NOW $5.40 each.

*Mediumweight, lined with cotton Kasha, zipper-front, nylon; colors: red, yellow, green, light blue. Sizes 7-20. Original price $14.95 - NOW $10.50.

*Heavyweight, lined with our own warm, plush lining and interlined with Milium; button-cuffs keep cold air out; colors: blue, brown, red, green. Sizes 7-20. Original price $24.95 - NOW $15.95.

Write a business letter ordering a jacket at the sales price from Owens' Clothing Store, 1296 E. Main Street, Hudson, VA 23201.

* Plan what you will write
* Give the store <u>all</u> the information they will need
* Use acceptable business letter form
* Write complete sentences
* Check your spelling, punctuation, capitalization, and usage

Read the advertisement below:

> Be the first in your neighborhood to own a complete set of posters featuring your favorite baseball team. Posters available in sets of 9 in two sizes, 11" x 14" - $7.95 and 16" x 20" - $9.95, for all major-league baseball teams. Send check or money order to: Baseball Posters, 26 North Fall Drive, Cooperstown, NY 12063. Include 7% sales tax on New York orders.

Write a business letter ordering one of these sets of posters. Be sure to:

* Plan your letter carefully
* Give all information necessary to fill the order
* Use correct business letter form
* Write complete sentences
* Check your spelling, punctuation, capitalization and usage

NEW BOOT IS BIG STEP FORWARD IN HIKING COMFORT

Weatherproof, breathable leather never needs waterproofing; suede leather protects from abrasion; all seams double-sewn; extremely lightweight; special porous sock liner absorbs perspiration; built-up box toe; lug-type sole of special long-wearing material, 30-day trial period.

Wt. 2 lbs. 4 oz. (Men's size 9)

Size: Men's 7-12 (by half sizes), 13

Women's 5-9 (by half sizes), 10

Order your regular street shoe size.

Order no: Men's No. 3185 ..... $68.50

Women's No. 3186 ..... $68.50

Add $2.90 for packing and shipping charges.

Write a business letter ordering a pair of these hiking boots for your father for a Christmas present. Write to: Camping Supplies - Equipment Inc., 9864 Evergreen Road, Woolly Bear, ME 04039. Be sure to:

* Plan what you will write
* Give the company all the information it will need to fill your order
* Use an acceptable business letter form
* Write complete sentences
* Check your spelling, punctuation, usage, and capitalization

You recently visited the Baseball Museum at Cooperstown, NY, and saw several things in their store which you wish to send for. Write a business letter ordering the following things: An autographed baseball from the New York Yankees @ 7.50; a poster (16" x 20") of Reggie Jackson for $4.95; a pencil in the shape of a baseball bat, $1.95; and a Yankee warm-up jacket (size s-m-l) for $12.95.

Be sure to:

* Give the store all the information they will need (sizes, etc.)
* Use an acceptable business letter form
* List objects and number desired
* Write complete sentences
* Check your spelling, punctuation, capitalizations and usage.

Read the following advertisements:

SINUS RELIEF FORMULA SAVE $2.53

Formula No. 264 This new effective formula with its four scientifically combined ingredients temporarily relieves sinus headache, the simple pain caused by colds and the discomfort of nasal congestion. Compare the formulas of the two products at the right. Save over 55% by ordering the Herrschner Formula.

50 Tablets **$2.45**
100 Tablets **$4.50**

FORMULA Each Tablet contains	SINUTAB (Warner-Chilcott) Product 378	SINUS TABLETS (Herrschner) Formula 264
Phenacetin	150 mg	150 mg
Acetaminophen	150 mg	150 mg
Phenylpropanolamine Hydrochloride	25 mg	25 mg
Phenyltoloxamine Citrate	22 mg	22 mg
	For comparison only	
PRICE	50 Tablets $4.98*	50 Tablets $2.45

*Supplied only in bottles of 36 @ $2.99

GOOD OLD FASHIONED ASPIRIN SAVE $1.93

Formula No. 199 Ask your doctor the truth about aspirin. He will undoubtedly tell you that all 5 grain aspirin is basically the same. Our aspirin is 5 grain so why not save.

250 Tablets **$1.49**
500 Tablets **$2.80**
1000 Tablets **$5.35**

FORMULA Each tablet contains	BAYER (Glenbrook Labs.) Product 374	ASPIRIN (Herrschner) Formula 199
Aspirin	5 grain	5 grain
	For comparison only	
PRICE	250 Tablets $3.42*	250 Tablets $1.49

*Supplied only in bottles of 100 @ $1.37

Write a business letter ordering a bottle of aspirin and a bottle of Sinus Relief Formula from the following company: Herrschner Pharmaceuticals, 1300 Abbott Drive, Elgin, Illinois 60120. Be sure to:

* Plan what you will write
* Give the company <u>all</u> the information it will need to fill your order
* Use an acceptable business letter form
* Write complete sentences
* Check your spelling, punctuation, usage, and capitalization

Read the advertisement below.

BEAN'S ZIPPER DUFFLE BAGS

Rugged 12 oz. army duck is water repellent and mildew resistant. Lock-stitched seams and sides reinforced with 1½" webbing straps. Ends piped with leather for strength and rigidity, comfortable round leather handles, and bottom reinforced with sturdy vinyl-coated fabric. Heavy duty zipper runs full length of bag. Easy to locate gear inside. The most popular bag we make.

Three sizes:

8718G Small Zipper Duffle Bag, (21" long x 11" dia. Wt. 1 lb. 13 oz.), $23.00 ppd.

8739G Medium Zipper Duffle Bag, (25" long x 13" dia. Wt. 1 lb. 15 oz.), $25.50 ppd.

8719 Large Zipper Duffle Bag, (27" long x 16½" dia. Wt. 2 lbs. 12½ oz.), $32.00 ppd.

Write a business letter ordering one of these duffle bags. Include a check for the amount required, including seven percent sales tax. Send your letter and your check to: L. L. Bean, Inc.,Freeport, Maine 04033.

* Plan what you will write
* Give the company <u>all</u> the information you need
* Use an acceptable business letter form
* Write complete sentences
* Check your spelling, punctuation, capitalization and usage

II. Sample questions for the business letter (RCT)

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

Three weeks ago you sent a roll of 24-exposure color film to a film developing company. You just received the prints in the mail, but four of them were covered with large greasy fingerprints.

Write a business letter concerning the problem to the company at this address: The Sunshine Photo Process Company, 1806 North Storrow Drive, Boston, MA 01718.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

During your last visit to J. B.'s Department Store, you had difficulty finding hockey pucks. When you asked a salesclerk if the store had any pucks in stock, he said, "Open your eyes, kid. They're right over there." You found this rudeness offensive.

Write a business letter to the store concerning the incident. The address is: J. B.'s Department Store, 145 Maple Ave., Canton, NY 13617.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

Yesterday you read an advertisement in the newspaper that the Behrens Department Store was selling kerosene lanterns at the reduced price of $2.50 each. Although the Behrens Department Store is three miles from your home, you made a special trip there to buy four of these lanterns. When you arrived, however, the store did not have any of these lanterns left, but only had some that were not on sale and cost $5.00.

Write a business letter concerning the problem to the company at this address: Behrens Department Store, 505 Main Street, Homeville, NY 13077

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

On May 21, 1980, you ordered a pair of roller skates from the Joy-Toy Company, sending them a check for $26.99. On June 1, you received a pair of ice skates.

Write a business letter concerning the problem to this address: Joy-Toy Company, 130 Broad Street, Aztec, NY 14087.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

Richard Burton is appearing in a play at your local summer theater and you were lucky enough to get an interview with him. While you talked to him, you took several notes for an article that you are planning to write about him. Some of the notes you took are in the box below.

NOTES

Has appeared on the stage in New York City four times

Was born in Wales, Great Britain

Has many scars on his face

Been married three times

His first movie was called Woman of Dulwich

First appearance in New York was in the musical Camelot

His second wife was the famous actress Elizabeth Taylor

He has two children

Drinks a lot of diet soda

Appeared for the second time in New York as Hamlet

His most recent appearance in New York was in a new production of Camelot

He appeared in the play Equus and later in the movie of it

He would like someday to appear in King Lear

He was nominated for an Academy Award for his part in Equus

He met Elizabeth Taylor while making the movie Cleopatra

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

You were involved in an automobile accident and were taken to your local hospital for emergency treatment. After your arrival you were forced to lie on a stretcher for nearly an hour while nurses and aides chatted, evidently waiting for a doctor (who, you later found out, was playing golf).

Write a business letter to the administrator of the hospital, Mr. James F. Zilch, Our Town Hospital, Our Town, NJ 11309, about the problem.

In your letter be sure to:

Explain the problem

Explain what you want the hospital to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

On March 6, you ordered three major-league approved baseballs. When you received them, they were practice baseballs with no "major-league approved" label.

Write a business letter concerning the problem to Tom's Sport Supplies, 9 South Street, Greyfield, Ohio 44221.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

On December 1, you ordered a subscription to Macho Magazine from Magazine Distributors, Inc., as a Christmas gift for your Uncle Harry. You sent a check for $10.00, but by February 1, Uncle Harry had still not received a copy.

Write a business letter concerning this problem to the company at this address: Magazine Distributors, Inc., 300 Barnum Boulevard, New York, NY 10022.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

You purchased four tickets by mail at $6.00 each for a Saturday night performance of Babes in Arms. Due to an epidemic of flu, the performance was cancelled, and you received, as a substitute, tickets for a performance of A Walk in the Dark. As you do not feel that this performance is suitable for young children, you are very upset with this substitution.

Write a business letter concerning the problem to the theater box office at this address: First Rate Theater, 118 East 23rd Street, New York, NY 10018.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

A large pothole has developed in the street right outside your house, and whenever you turn into or out of your driveway, you run into it. Children in your neighborhood sometimes run into it with their bicycles, and some have even been thrown off them.

Write a business letter concerning this problem to the Department of Public Works, 12 McKinley Street, Crabford, NY 10301.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

On February 14, 1980, you ordered a book entitled, How to Survive Your First Date, from the Teenage Publishing Company. It is now April 14, and you have not yet received your book, or any notification from the company, although they have cashed your check for $8.95.

Write a business letter concerning this problem to this address: Teenage Publishing Company, 1184 W. Third Street, New York, NY 10014.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

In Montgomery Ward's sale catalog for the fall of 1980, Wrangler jeans were advertised in all boys' and men's sizes at $10.00 a pair. Your order for two pairs of boys' Wranglers in size 14 husky was not filled. Instead the order was returned with a request for payment of an additional $1.00 per pair for the husky size. Since the advertisement stated that all sizes were available at the sale price, you think that you have been treated unfairly.

Write a business letter to Montgomery Ward, 234 Western Avenue, Albany, NY 12234.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

On May 25, 1980, you mailed your Clairol Hot Stuff hair dryer back to the company because it would blow only cold air. When it was returned to you, it would not work at all.

Write a business letter to Clairol, Inc., 9 Jones Street, Baltimore, Maryland 22467.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

You recently ordered and received a gasoline-powered model of a World War II airplane, the P51 Mustang. However, when you tried to assemble the plane, you found that the kit did not include the propeller, part number 14a.

Write a business letter concerning the problem to the company at this address: Ace Models, Inc., 17 Erie Boulevard East, Syracuse, NY 13321.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

Recently you enrolled in a book club and were promised, besides seven free books, a tote bag. You have received the books, but not the tote bag.

Write a business letter concerning the problem to the company at this address: Lonely Hearts Book Club, 1504 Valentine Drive, L'Amour, TX 76501

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

You have failed to receive a promised cash refund for sending in the label from a jar of spaghetti sauce.

Write a business letter concerning the problem to the company at this address: Caruso Italian Products, 2805 Third Avenue, New York City, NY 10084.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

You ordered a pair of personalized jeans which cost $35.00, plus postage and handling charges, from the Personalized Jeans Company. However, when they came, your name was spelled incorrectly, and you returned them with a letter explaining the problem and requesting a refund. So far, six weeks later, you have not received your money.

Write a letter concerning this problem to the company at this address: Personalized Jeans, 147 Longwood Road, Snakebite, TX 74583.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

Your town desperately needs a swimming pool and play area. This year swimming in the polluted river and playing street baseball games have created a real health and safety hazard.

Write a business letter concerning this problem to this address: Your Say Column, Deadtown Times, Deadtown, IL 54321

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

Today when you tried to make your regular after-school telephone call to your boy or (girl) friend, the telephone line was dead. Although you have not paid your bill for three months, you feel that it was unfair to cancel your service without warning.

Write a business letter concerning this problem to: Ringsalot Telephone Company, Bell Island, NY 12073

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

The Kellogg Company put a coupon worth $2.00 on certain boxes of Special K. You sent the coupon to the company exactly as directed six weeks ago. However, the money has not arrived.

Write a business letter concerning this problem to this address: The Kellogg Company, Battle Creek, MI 55632

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

Two months ago you ordered a government pamphlet, catalogue number 577H, entitled "How to Donate The Body or Its Organs." You have not yet received the pamphlet.

Write a business letter concerning the problem to the Consumer Information Center, Pueblo, Colorado 81009

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

You are allergic to cigarette smoke. In the past year you and a group of concerned citizens have been urging your city council to pass a law requiring all local restaurants to be provided with smoking and non-smoking sections. The council has failed to do anything about the law.

Write a business letter concerning the problem to: Mudville City Council, Fogbound, New York 11340.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

In September you ordered 200 Christmas cards from the Happy-time Card Co. The cards were to be imprinted with your name. When you received the cards in late November, they were imprinted with the name Kermit Klutz.

Write a business letter concerning the problem to the company at this address: Happytime Card Co., Box 243, Fehlersburg, NY 10099.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

You saw an advertisement of the Peerless Jewel Company for genuine simulated diamond rings and sent a check to the company for $10.00 for one ring. When it arrived, the stone had fallen out of the setting and was broken into three pieces.

Write a business letter concerning the problem to the company at this address: Peerless Jewel Co., 12 13th Street, Cheatsville, NY 13355.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

When you returned from a class trip to Albany, each class member was assigned a report on whatever impressed him/her the most. This report is to be read to the entire class. Your notes, just as they occurred to you, are in the box below.

NOTES

Museum has many animal displays

Walked around square near state buildings

Governor's mansion viewed from tower

Located on Hudson River

Breath-taking view from top of tower

Enjoyed lunch from carts near state buildings

Many interesting sculptures on square

Schuyler Mansion visible from tower

Visited museum

Capital of New York State

Museum features displays of state resources

Fascinating mobile on the square

Museum depicts life in various areas of state

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

You are preparing a report on William Shakespeare for your English class. You read a book about Shakespeare and took notes cards, but you dropped them and they got all mixed up. Some of the notes you took are in the box below, in the order in which you picked them up.

NOTES

Wrote 36 plays

Was also an actor

Born in Stratford, England

His father was mayor of the town and also ale-taster

Married Ann Hatheway

Some of his tragedies are Hamlet, Macbeth, King Lear, and Othello

He had one son, named Hamnet

Died in 1616

Worked in a theater in London called the Globe

Some of his comedies are Twelfth Night, Much Ado About Nothing, and As You Like It

Born in 1564

Also wrote many sonnets

His collected plays were first published in 1623

The most famous of his history plays is probably Richard III

Hamnet had a twin sister named Judith

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a business letter concerning the problem below. Read all the information before you start to write.

On July 23 you bought an electric toaster from the Scorchem Electric Company. The first time you used it, it burned the bread to a coal-black crisp. Although you changed the setting on the toaster from "Dark" to "Light," it continued to burn every slice of bread you put into it.

Write a business letter concerning the problem to the company at this address: Scorchem Electric Co., 12 Carbon Street, Burnville, NY 10072.

In your letter be sure to:

Explain the problem

Explain what you want the company to do

Give complete and correct information

Use an acceptable business letter form

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

Your social studies class has been studying different kinds of energy resources. You were appointed by the class to attend a meeting about the possible construction of a nuclear energy plant near Cortland. Since you forgot to take pencil and paper with you it was necessary to wait until you reached home to write your notes. Therefore, the notes are not in proper order for the report. Your notes are in the box below.

NOTES

Date: October 30, 1980

200 high school students attended

Mayor Hart gave city's concerns

City fears nuclear accident

Would provide long-lasting energy

Damage to environment from excessive heat

Adam Bomb spoke for Nuclear Energy Commission

Considered inexpensive energy source

City fears leakage of nuclear waste

Would help combat petroleum shortage

500 interested citizens attended

Meeting sponsored by Nuclear Energy Commission

Organize these notes into a written report. In your report, be sure to:

Include all information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

III. Sample Questions for Report

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

You were assigned to present a report on a concert to your music class. The notes you took on the concert are in the box below. They are not in the correct order.

NOTES

There was a 10-minute intermission

Band concert

Cindy Sweet featured bassoon soloist in Bach's "Passacaglia"

51 students participated

Lasted one hour

8 p.m., October 31

Selections by Bach, including "Passacaglia and Fugue in D Minor," highlighted the second half

Held in the high school auditorium

Mr. Piccolo conducted

600 people attended

The selection by Mozart received a standing ovation

Works by Mozart and Beethoven were featured during the second half

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage.

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

Your social studies class is considering a trip to Cooperstown, New York, and you have been asked to find out what you can about the possibilities presented there. Organize the following notes you listed into a report for your class.

NOTES

Home of the Baseball Hall of Fame

Small town situated in south central New York State

Easily accessible by bus

Famous Farmers' Museum

Recreated village of the 18th century

Contains buildings which have been restored to look as they did then - ex: country store, doctor's and lawyer's offices, church

Exhibits include spinning, weaving, old farm implements

Snack bar and shop on premises

Fenimore House - lovely, old mansion which contains many art exhibits

Beautifully situated on green, grassy lawns on shore of lake

Baseball Museum newly redecorated and with new exhibits

Can see famous players' pictures, uniforms, etc.

Store where one can buy all kinds of baseball souvenirs

Tickets may be purchased for all three places, or combination tickets are available at reduced cost

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

Your school has an exchange student from Germany, named Kurt Koch. You are going to write an article about him for the school paper and have interviewed him. While you talked to him, you took notes. Some of the notes you took are in the box below.

NOTES

Comes from Cologne, Germany

Likes hamburgers and hot dogs and pizza

Flew over on Lufthansa Airlines

Has two brothers and one sister

Finds English easier to speak than French

Wants to be a doctor

Is staying with the Miller family on James Street

Studied English for ten years in school

Visited New York City for a weekend when he arrived in the States

Went to Cooperstown last week with the Millers to visit the Baseball Hall of Fame

Likes to play soccer in Germany

Surprised people when he arrived by shaking hands with everyone all the time

Doesn't care for American bread

Enjoyed visiting the Statue of Liberty in New York City

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

Everyone in your English class has to write a report on a community event. You have chosen the fireworks display held at Little York. Your notes are in the box below.

NOTES

Traffic jam on Route 281

July 4, 1980

Crowd was very orderly

Families sat on blankets near the lake

10,000 people attended

Fireworks at Little York Park

Police patrol necessary before and after

Lake provided a beautiful setting

Enjoyed by young and old

Display lasted 45 minutes

Believed best show of its type ever presented here

Spectacular finale

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

You are the secretary of the student council. At the last meeting you took notes of the council's business. Unfortunately on of your "friends" has played a little joke on you and mixed up your notes. The resulting mess is in the box below.

NOTES

At first most opposed the motion

Discussion followed the second

The meeting was adjourned at 3:10 p.m.

The vote was 7-2 in favor of the motion

Meeting called to order at 2:30

Motion made by Jane to close school on the first day of fishing season

At 7:35 the secretary read the notes from last week's meeting

The motion was called to a vote by the president

The motion was seconded by Harvey Wimple

Then, as discussion progressed, opinion changed

The motion made, seconded, and passed, to adjourn

Date: January 18

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

You had to interview a construction worker as a social studies project. In the course of a rambling two-hour interview, you took the notes in the box below.

NOTES

Then roof rafters and roof deck go on

Has many friends who are missing thumbs

Enjoys laying out studs, nailing walls together

One time knocked out by falling partition

Began carpentry at age 16, now 32

Particularly hates working with trim

Cut off end of one finger

First the floor joists and floor deck are laid

Plans to retire at age 50

Likes to do rough framing better than finish work

Then the studs, shoes, plates for walls put together

Carpenter, Hank Hammer

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

You are a reporter for your school newspaper. You happened to be on the scene of an automobile accident, and you are writing up your "scoop" for the paper. The notes you took at the time of the accident are in the box below.

NOTES

Date: January 1, 1980

Mr. Fredericks was driving

The police arrived at 2:45 a.m.

The car, a 1978 Camaro

Were coming home from a New Year's Eve party

Mrs. Fredericks was not injured

The road was icy

Mr. Fredericks hospitalized with internal injuries

The party was in Marathon

Accident two miles north of Cortland

Three inches of snow had fallen in the last hour

On Route 81, northbound

Ambulance left for Cortland Hospital at 2:50 a.m.

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

You have just interviewed an exchange student from Mars. As you talked, you took notes for an article in your school newspaper. The notes below are in no particular order.

NOTES

Cities have tall buildings

All city buildings green

Buses to school from edge of city

Field trips through other galaxies

Taught to read at home before school age

No elevators in city buildings

Schools in rural areas

Reach upper stories of city buildings by scaling walls, entering windows

Study inter-galactic travel and other planets

Must attend school for a century

Start school at age of 40 decades

No vehicles allowed inside cities

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

You have been given the task of writing a report of a sports event for your English class. You have chosen a football game.

Your scrambled notes are in the box below.

NOTES

Dallas Cowboys and Los Angeles Rams playoff game

Substitute quarterback for Rams - Vince Ferragamo

In the second half, Los Angeles came back to within four points of Dallas

Late in the game, Staubach tried several unsuccessful passes for Dallas

Game was close all the way

Played in December, 1979

Best play of the game was Ferragamo's touchdown pass at end of first half

Cowboys led through most of second half

With two minutes left in the game, Ferragamo threw a short pass, caught by Waddy, who scored the winning touchdown

Played in Dallas

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

You have the extraordinary good fortune to live in the same city as the new Miss Universe and have interviewed her for your school newspaper. You took notes while you were talking to her. Some of the notes you took are in the box below:

NOTES

Name - Shawn Weatherly

Blond, blue eyes

5'8" tall - figure of 35 - 25 - 35

20 years old

Attends Clemson University - is a junior

Lives in Sumter, South Carolina

Plans to become a sports announcer

Won the Miss Universe crown in Seoul, South Korea

Won over contestants from 69 other countries around the world

Likes to jog and jogs eight miles/day

First U.S. winner in 13 years

Flew to South Korea with other contestants

Won over $28,000 in prizes

Will spend the next year making personal appearances as Miss Universe

Does not believe that beauty contests are degrading to women

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

You visited a television sta ion to watch the taping of a variety show. You took notes because you had to write a report for school on this trip. The notes you took are in the box below.

NOTES

Date: January 14, 1980

Cameras in four places

Director, wearing earphones, sitting in glass-walled booth

Cameramen sit on special seats attached to cameras, wear earphones

Hot, bright lights

Marks on floor where people have to stand

Microphones suspended from ceiling

TV monitors on stage, and above the stage

"Warm-up" session by announcer to get audience "hyped up"

Small room

Orchestra located in special section

Cords strung all over the room

People wear make-up

Host of show comes out last - just before show begins

Announcer leads clapping when sign "applause" flashes on

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

Your social studies class recently visited a prison. You are to prepare a written report for your social studies teacher. The notes from your visit are in the box below.

NOTES

6:30 rising time

Prison building covers 1 acre

Guards dressed in blue and yellow

Enter building through a series of sliding, barred doors

7 AM to 9 AM breakfast

Receive credits at prison store for work done

3 on death row

Exercise periods daily from 9 to 10 and 3 to 5

Inmates are served 3 meals in 2 shifts

10 in solitary confinement

Can be employed in laundry, metal shop, wood shop, or kitchen

Inmates in grey

Ample parking for visitors

State penitentiary

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

Your social studies class has been studying various facilities available to fill the needs of people in your area. Your assignment is to visit the local health center and write a report for the class.

The notes you took are listed below. They are just as you jotted them down and need to be organized.

NOTES

Physical therapy available

Well-baby clinic for "baby shots"

Radiology department - X-Rays etc.

Dental care available

Three doctors on duty

Ophthalmologist there one day

Three nurses

X-Ray technician

Well-equipped emergency room

Space for future expansion

Medical students work with doctors

Pre-natal care available

Nurse clinician in addition to nurses

Pediatric services

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

You are a member of your town's Junior Chamber of Commerce. You recently visited a local factory that manufactures pants. You are to prepare a report to present to your fellow Jaycees. The notes from the visit are in the box below.

NOTES

There are over 200 employees in the plant

First, the material is cut into various shapes according to different patterns

Noisy clickity-clack and pounding of machines

Located in Homer, New York

Then the seams of the legs are sewn

Finally the zippers or buttons are put on

There they are boxed and tagged for shipment

After the seams are done, the pants are hemmed

Two floors in the factory, both open and huge

Been in business 25 years

The completed pants are sent to the shipping room

Located in Homer, New York

Jayline Togs factory

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, an capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

After seeing a television show about battered wives, you decided to interview the director of a local program concerning this problem. You will be writing a report for a social studies class. Your notes are in the box below.

NOTES

Safe-house available where women may go for protection

Women become withdrawn and feel they are cause of problem

Program funded in many ways

Can call for help 24 hours/day

Has existed for years but it is only now being treated openly

Talk sessions held daily to help women understand their problems

Can live there as long as necessary

Violence much more common than most people realize

Young mothers there with small children

Violence attributable to many causes - feelings of inadequacy, need for ego building, alcoholism, stress and strain of modern life

Many live for years enduring the pain and shame

Safe-homes are a new development

Women from all levels of society found there - professional as well as working class wives

Director's name: Jane Small

Group name: Aid to Women Victims of Violence (AWVV)

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

While you and your family were planning a vacation, you attended a lecture on how to have a healthy vacation. Naturally, you took several notes. Some of the notes you took are in the box below:

NOTES

Be careful of food bought along the roadside

Don't do too much if you're not in good shape physically

Be especially careful of buying milk

Always take a first-aid kit

Itchy mosquito bites can ruin a vacation

Spring water treated with chlorine may be safe

Strenuous exercise if you're not used to it can strain the heart and blood vessels

Improper handling and cleaning of vegetables can result in illness

One should always consider questions of health when planning a vacation

Plenty of rest is necessary

Some people carry mosquito netting

Take drinking water on a camping trip

Flies on food can cause sickness

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

Last summer you and your family visited Watkins Glen. Today, your English teacher asked you to write a report about a visit to a tourist attraction. In preparing to write your report, you wrote down a few notes about your trip. Some of the notes you wrote are in the box below:

NOTES

Located on Seneca Lake

Iroquois Indians once lived here

Has a famous gorge with many waterfalls in it

Home of the Grand Prix road races

The Indians left pictures painted on the cliffs overlooking the lake

One of the waterfalls is higher than Niagara Falls

The road races have been held there more than thirty years

Most famous waterfall is called Rainbow Falls

Many souvenir stands near the gorge

We stayed in a motel near the lake

The first waterfall you see is called Entrance Cascade

Watkins Glen is also the home of two large salt companies

The trail through the gorge is a mile and a half long

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

You are a student preparing a report on microwave ovens for your health class. Notes you took for the report are in the box below.

NOTES

40 percent efficient compared with 14 for electric ovens

Use non-ionizing radiation, rather than heat radiation

Can't brown without a special accessory

¼ of the time of conventional cooking

Key component is a magnetron tube

Microwaves have been shown to cause severe health problems in animals

Need 4000 volts to generate waves

Can be run from typical house wiring

4 million sold in 1980

Very easy to overcook in a microwave

Never insert anything through the front grill

Sometimes does not cook evenly

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

Last night you watched Julia Child demonstrate on television how to make a cake. Thinking you might make it too, you took notes during the program. Some of the notes you took are in the box below.

NOTES

Make a filling with apricot jam

Put one layer on a plate and spread it with some of the filling

Beat the egg whites till they are stiff

Spread the egg white and nut mixture into three thin layers

Chill the cake in the refrigerator before serving

Have the eggs at room temperature

Bake the three layers at 250^{0} for one hour

Put another layer on the first and spread more filling

Measure all the ingredients first

Finish with the last layer on top

Add ground nuts to the egg whites

Put icing all over the cake

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

Since the writing lab is new in your school, the teacher has been asked to speak to your ninth and tenth grade classes on the subject. The notes for this talk are listed below. They are not in order.

NOTES

Students placed there on basis of PCT and RCT grades

Students write every day

Most written work done individually

Students placed in lab on recommendation of English teachers

Lab must be quiet enough so that everyone can concentrate

Students placed there on basis of California reading test scores

Most students are ninth, tenth, and eleventh graders

Some assignments can be done in pairs or groups

Purpose of lab: to improve all writing skills

Much of work directed toward passing RCT and PCT

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

Directions: Write a report using the situation and the set of notes given below. Read all the information before you start to write.

William E. Simon, former secretary of the treasury, made an opening speech at the Republican National Convention. You are reporting on it for a local newspaper. The notes you took on the address are in the box below.

NOTES

Date: July 14, 1980

Place: Joe Louis Arena, Detroit, Michigan

Bitter, hard-hitting speech

Economy driven to edge of crisis

"Midas" touch in reverse - everything president touches turns to mush

Why vote for 4 more years of the "worst"?

United effort needed to pull back from crisis

This is a time for truth

New president will help solve problems

Hour is late

Time to clean house in Wash., D.C.

This administration the worst steward of economy in our lifetime

Time for truth

New [illegible]inning

Taxes have been raised

Deficit spending greater than ever

"Leap in unemployment"

Sham and deceit to insist we can live beyond our means

Organize these notes into a written report. In your report, be sure to:

Include all the information that is in the notes

Write complete sentences

Check your paragraphing, spelling, punctuation, capitalization, and usage

IV. Sample questions for the composition

You recently passed your driving test and now have your driver's license. Your family has only one car, however. You think that your parent (s) should buy another car, but they are reluctant to do so. Write a composition of _____ words explaining to your parent (s) why they should buy another car. Give two reasons. Explain each reason.

Keep in mind that the purpose of your composition is to persuade your parent (s) to buy a second car.

In your composition be sure to:

Organize what you write
Explain your two reasons carefully
Write complete sentences
Check your spelling, paragraphing, capitalization, and usage

The principal of your school has asked you to suggest ways in which energy could be conserved in your school. Write a composition of _____ words describing your one suggestion. Give at least two reasons why you believe this suggestion will conserve energy. Explain each reason.

Keep in mind that the purpose of your composition is to persuade the principal to accept your suggestion. In your composition, be sure to:

Describe your one suggestion clearly
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, and usage

Your class treasury has a surplus of $500.00 and you think it would be a good idea to donate that money to the school to be used in some specific way. You are writing a letter to be printed in the school newspaper in which you are suggesting a good use for the money. Write a composition of _____ words in which you describe your suggestion. Give two reasons why you believe that your suggestion is a good one.

Keep in mind that you are trying to persuade your fellow students to accept your suggestion. In your composition be sure to:

Describe your suggestion carefully
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, and usage

Write a composition in which you try to persuade your school board to accept your solution on the topic below. Read all the information before you start.

You have spent the last two summer vacations working with a college professor on an archaeological dig in the western states. You would like to obtain credit towards graduation for your summer work. Write a composition of at least _____ words explaining your position to the school board. Give two reasons and explain each reason.

Keep in mind that the purpose of your composition is to persuade the board to accept your suggestion. In your composition, be sure to:

Describe your suggestion clearly
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, and usage

Write a composition in which you try to persuade the readers of your school newspaper to accept your position on the following topic. Read all the information before you start.

Recently there has been an epidemic of stealing from lockers and it seems that school authorities are not doing anything about the problem. Write a composition of at least _____ words suggesting a solution to this problem. Describe your one suggestion clearly. Explain two reasons carefully.

Keep in mind that the purpose of your composition is to persuade your fellow students to accept your solution. In your composition be sure to:

Describe your suggestion clearly
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, and usage

Write a letter to the editor of the local newspaper with your suggestion to improve night driving by making tail lights green instead of red and use the red for braking only. Give at least two reasons why you believe this suggestion will improve safety on the highway at night.

Keep in mind that the purpose of your composition is to persuade the reader that your suggestion is a valid one which would improve safety. In your composition, be sure to:

Describe your suggestion clearly
Explain your two reasons clearly
Write complete sentences
Check your paragraphing, spelling, punctuation, and usage.

Write a composition in which you try to persuade a manufacturer to accept your position on the topic described below. Read all the information before you start to write.

You have a suggestion for an improvement in a particular company's bicycles. Write a composition of at least _____ words describing your suggestion to the manufacturer. Give two reasons why this suggestion would improve the bicycle. Explain each reason.

Keep in mind that the purpose of your composition is to persuade the manufacturer to accept your suggestion. In your composition, be sure to:

State your suggestion clearly
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, and usage

Write a composition in which you try to persuade an employer to hire you. Read all the information before you start to write.

A local restaurant is hiring kitchen help. The people hired for the jobs will have to cook, clean and wash dishes. Write a composition of at least _____ words in which you give the employer two reasons why you should be hired. Explain each reason.

Keep in mind that the purpose of your composition is to persuade the employer to hire you. In your composition be sure to:

Organize what you write
Explain your two suggestions carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, and usage

Write a composition in which you try to persuade your mayor to help with the problem suggested below. Read all information before you start.

Your street, or another street in your town, is badly in need of repair. Several complaints to the department of public works have been ignored. Write a composition of _____ words asking the mayor to use his influence to have it repaired. Give two reasons. Explain each one clearly.

Keep in mind that the purpose of the assignment is to persuade the mayor to influence the department of public works to repair your street. In your composition be sure to:

State your suggestion clearly
Explain your two reasons fully
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, and usage

Write a composition in which you try to persuade the school principal to accept your position on the topic described below. Read all the information before you start to write.

At your school the first day of deer season brings with it a huge number of absences. You would like to see school closed on that day. Write a composition of _____ words describing your suggestion. Give at least two reasons why you believe this suggestion would improve school life. Explain each reason.

Keep in mind that the purpose of your composition is to persuade the principal to accept your suggestion. In your composition, be sure to:

State your suggestion clearly
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, and usage

Write a composition in which you try to persuade a television station to accept your position on the topic described below.

You have recently learned that a television station has decided to take off your favorite program. Write a composition of _____ words explaining <u>two</u> reasons why the program should be kept.

Keep in mind that your purpose is to persuade a television station <u>not</u> to take off a certain program. In your composition be sure to:

State your one suggestion clearly
Explain your two reasons completely
Write complete sentences
Check paragraphing, spelling, punctuation, capitalization, and usage

Write a composition in which you try to persuade your father to accept your position on the situation discussed below.

You have just turned 17, have taken Driver Education, and can legally drive at night. So far, your father has said that he will not allow you to drive the family car after 9:00 PM. However, he has also said that if you can persuade him, in writing, that he should allow you this privilege, he will change his mind. Write a composition of _____ words explaining your position. Give two reasons. Explain each reason.

Keep in mind that the purpose of your composition is to persuade your father to let you drive after 9:00. In your composition be sure to:

Explain clearly that you need to drive after 9:00
Explain each of your two reasons carefully
Write complete sentences
Check paragraphing, spelling, punctuation, capitalization, and usage

Write a composition in which you try to persuade your parent (s) to accept your position on the topic described below. Read all the information before you start.

You are graduating from school this spring. Rather than go directly on to college in the fall, you would like to spend a year traveling and working at part-time jobs. Write a composition of at least _____ words explaining to your parent (s) why you want to spend the year in this way. Give two reasons to support your position. Explain each reason.

Keep in mind that the purpose of your composition is to persuade the principal to accept your point of view. In your composition be sure to:

Organize what you write
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, and usage

Write a composition in which you try to persuade the governor of your state to work for the legislation you are suggesting. Read all the information before you start.

You are convinced that the legal night-driving age in New York State should be lowered from 18 to 16. Write a composition of _____ words trying to persuade Governor Carey to suggest to the state assembly that they introduce legislation to accomplish this. Give two reasons. Explain each reason clearly.

Keep in mind that the purpose of your composition is to persuade the governor to act on your suggestion. In your composition be sure to:

Organize what you write
State clearly what you are asking him to do
Explain each reason clearly
Write complete sentences
Check your spelling, punctuation, capitalization, and usage

Write a composition in which you try to persuade your parents to accept your position on the topic described below. Read all the information before you start to write.

You have just entered your junior year in high school. You feel that your social life this year is going to demand that you stay out later than the 11:00 PM weekend curfew time established by your parents. You would like to have the curfew extended to 1:00 AM on weekends. Write a composition in which you explain your position to your parents. Give two reasons supporting your position. Explain each reason.

Keep in mind that the purpose of your composition is to persuade your parents to accept your position. In your composition, be sure to:

Describe your one suggestion clearly
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, and usage

Write a composition in which you try to persuade the principal of your school to accept your position on the topic below. Read all the information before you start to write.

You like to ice skate. Your school has a good sports program, but ice skating is not part of it. You would like to see at least a few school-supervised ice-skating parties on a nearby pond. Write a composition of at least _____ words explaining your suggestion to your school principal. Give two reasons to support your suggestion. Explain each reason.

Keep in mind that the purpose of your composition is to persuade the principal to accept your suggestion. In your composition, be sure to:

Describe your one suggestion clearly
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, and usage

Write a composition in which you try to persuade your school principal to accept your position on the topic described below. Read all the information before you start to write.

It has been suggested that your school have a Student Administration Day. On this day, certain students would take over teachers' duties, while others would serve as principals. Decide whether or not you favor this suggestion. Write a composition of at least _____ words explaining your position. Give two reasons. Explain each reason.

Keep in mind that the purpose of your composition is to persuade your principal to accept your suggestion. In your composition, be sure to:

State your position clearly
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, and usage

Write a composition in which you try to persuade your parent(s) to accept your suggestion on the topic below. Read all the information before you start to write.

You have been watching the Wimbledon Tennis Matches on TV and, having had a little tennis in school have decided you would like to have private tennis lessons at a local sports center. Write a composition of _____ words explaining to your parent(s) why you think these lessons are necessary. Give two reasons. Explain each reason.

Keep in mind that the purpose of your composition is to persuade your parent(s) to let you have tennis lessons. In your composition be sure to:

Organize what you write
State clearly that you want to take tennis lessons
Explain fully your two reasons
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, and usage

Write a letter to the editor of your local newspaper about the proposed consolidation of your school district with a neighboring school district. State your position, and give two reasons for that position.

Your letter should be at least _____ words in length. Keep in mind that the purpose of your letter is to express an opinion, and try to encourage others to accept your stand. In your composition be sure to:

Organize what you write
State clearly your position
Explain fully your two reasons
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, and usage

Write a composition in which you try to persuade the mayor of your town to accept your suggestion on the topic below. Read all the information before you start to write.

It is April and your class has been discussing the serious lack of activities for teenagers, especially during the summer vacation. Write a letter to the mayor requesting more activities for teenagers. Give at least two reasons why you believe your suggestion will improve community life. Explain each reason.

Keep in mind that the purpose of your letter is to persuade the mayor to adapt your suggestion. In your composition, be sure to:

Describe your suggestion clearly
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, usage

Write a composition in which you try to persuade your school principal to accept your position on the topic discussed. Read all the information before you start to write.

Your school rules do not permit students to leave the school property without permission at any time during the school day, even during lunch period. In your opinion, this rule should be changed to allow students to leave during lunch periods. Write a composition of _____ words explaining your position. Give two reasons. Explain each reason.

Keep in mind that the purpose of your composition is to persuade your principal to take action to change this rule. In your composition be sure to:

State your position clearly
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, and usage

Write a composition in which you try to persuade your parent(s) to accept your position on the topic described below. Read all the information before you start to write.

You have heard from some of your friends that there is going to be a rock concert in a little town not far from Nashville, Tennessee. Several of your friends are going to it and have invited you to go with them. You parents are not completely in favor of this idea. Write a composition of about _____ words in which you explain to your parent(s) why you want to go. Give two reasons. Explain each reason.

Keep in mind that the purpose of your composition is to persuade your parent(s) to let you go to the rock concert. In your composition be sure to:

Describe your request clearly
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, and usage

Write a composition in which you try to persuade your principal to accept your position on the topic described below. Read all the information before you start to write.

Although your school offers many fine courses, there is no place in the curriculum where you might learn how to repair small appliances, such as irons or toasters. Write a composition of about ____ words in which you describe to your school principal your suggestion for such a course. Give at least two reasons why you think the addition of such a course would be good for your school. Explain each reason.

Keep in mind that the purpose of your composition is to persuade your principal to add this course. In your composition, be sure to:

Describe your request clearly
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, and usage

Write a composition in which you try to persuade the manufacturer of Stickigoo Bubble Gum to accept your position on the topic described below. Read all the information before you start to write.

You had been buying Stickigoo Bubble Gum for several years, but recently you have become bored with it. It seems to be the same old thing all the time. Write a composition in which you suggest to the manufacturer a way in which the bubble gum could be improved. Give two reasons why you think your suggested change would make the bubble gum more interesting. Explain each reason.

Keep in mind that the purpose of your composition is to persuade the manufacturer to take your suggestion. In your composition, be sure to:

Describe your suggestion clearly
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, captialization, and usage

Write a composition in which you try to persuade the voters in your town to accept your position on the topic described below.

As the result of an austerity budget at your school this year, the cafeteria has been closed. Write a composition of at least _____ words which will persuade the voters in your community that the cafeteria should be voted the money needed to reopen. Give two reasons for your position. Explain each reason.

Keep in mind that the purpose of your composition is to persuade the voters to accept your position. In your composition, be sure to:

Describe your position clearly
Explain your two reasons carefully
Write complete sentences
Check your paragraphing, spelling, punctuation, capitalization, and usage

APPENDIX B
GLOSSARY

This glossary defines terms that occur frequently in this manual or in current literature dealing with the teaching of reading or writing skills and/or the remediation of writing problems.

CLOZE--a technique for testing reading comprehension that involves having the student supply words which have been systematically deleted from a text

DEDUCTION--a technique of writing involving the use and application of general knowledge to arrive at a specific conclusion

DICTION--choice of words, especially with regard to correctness, clearness, or effectiveness

DYSLEXIA--a term applied to any of a large number of perceptual difficulities which impede reading progress.

EMBEDDING--the combination of two related sentences by means of the insertion of the essential information from one sentence into the context of the other. The insertion may take the form of an adjectival or an adverbial phrase, an appositive, or a dependent clause

EXPANSION--the production of a rich sentence from one lacking detail by means of the addition of adjectives, adverbs, phrases, or clauses; or the generation of a paragraph from a given topic sentence, or the development of a complete composition from a given paragraph

FRAMING--a technique which teaches a student to create his or her own paragraph by selecting and adding words, phrases, or clauses to a paragraph from which vital sections have been omitted

HOLISTIC SCORING--the technique of grading written work which considers a paper's value as an entire piece of writing, as opposed to analytic scoring which considers each aspect of writing skill separately

INDUCTION--a technique of writing in which the writer cites a number of instances and states a principle or draws a conclusion based on them

MOVABILITY--the reorganization of sentences by changing the placement of movable words, phrases, or clauses within the sentence. The student decides which placement best reflects his/her desired meaning.

REVERSAL--a perceptual difficulty resulting in one of the following types of writing confusions; ai-ia; p-b; g-d; girl-gril, etc.

SLOTTING--the technique of directing the student to supply a required word (noun, verb, adjective, adverb, etc.) or phrase or clause in order to write a required sentence.

SYNTHESIS--the formulation of sentences or paragraphs based on a list of words either provided by the teacher or generated by the student or class

THESIS SENTENCE--the statement of the main idea to be presented in a piece of writing. Unlike the topic sentence, the thesis sentence is to be proved

APPENDIX C

STUDENT WRITING CHART*

Suggestions for Using Writing Chart:

The chart is designed to help you identify quickly general problem areas.

You may omit (or add) categories as dictated by your grade level and class.

Under comments you can pinpoint strengths and weaknesses and offer concrete suggestions for practice and improvement.

Advantages:

1. Teacher and student can quickly see major areas of strength and weakness
2. Periodic use recognizes progress
3. Permits focus on particular problems without overwhelming student
4. Can be used as beginning point for more detailed analysis of problem area
5. Can provide focus for individualized conference
6. Peer evaluation
7. Good impetus for revision

*Teaching Writing Right. A Summer Cooperative Curriculum Development Project, Writing and Composition Skills, Summer, 1979. Bureau of English Education NYS Education Department and Dutchess County BOCES, RD#1, Salt Point Turnpike, Poughkeepsie, NY 12601

Analyzing Student Writing: Chart

	Good	Average	Poor
Understanding of Task			
1. follow directions			
2. proper format (letter, report, etc.)			
3. consistent point of view (perspective)			
4. sense of audience			
Organization			
1. logical order			
2. appropriate generalizations			
3. appropriate details			
4. coherence			
Sentence Structure			
1. Sentence sense (complete thoughts)			
2. Varied sentence structure			
Language			
1. clear, concrete language			
2. accurate word choice			
3. conciseness			
4. appropriate level of usage (format) informal, etc.			
5. consistent level of usage			
6. vocabulary - variety			
Mechanics			
1. spelling			
2. punctuation			
3. capitalization			
4. subject/verb agreement			
5. tense usage			

Student Paper 12

I would like one day of my life to be Rich because I think bewing Rich is a Good Thing but also bening Rich is a problem you may have people trying to kidnap your faimile and man that could be terrible but people sealt would like to be Rich I Think This world is carzy. but what can one person do. but I seatl would like to be Rich why not. if I do Think about it juct maybe someday I would be Rich. The Reson I writine this is because last night I poiet about it and poiet about all The Thing in the world. but seatl how would I become Rich I poiet about that and man I poiet about and I came up well I will put a robbery but then a say to myself what if you get caught I will die in jail. because I'm going to kill the people in the Bant even The god

	Good	Average	Poor
Understanding of Task			
1. follows directions	✓		
2. proper format (letter, report, etc.)	✓		
3. consistent point of view (perspective)	✓		
4. sense of audience			✓
Organization			
1. logical order			✓
2. appropriate generalizations			✓
3. appropriate details			✓
4. coherence			✓
Sentence Structure			
1. sentence sense (complete thoughts)			✓
2. varied sentence structure			✓
Language			
1. clear, concrete language		✓	
2. accurate word choice		✓	
3. conciseness			✓
4. appropriate level of usage (formal, informal)	✓		
5. consistent level of usage		✓	
6. vocabulary - variety			✓

(Analyzing Student Writing: Chart - page 2)

	Good	Average	Poor
Mechanics (cont)			
6. pronoun usage			
7. handwriting			

Comments:

Mechanics	Good	Average	Poor
1. spelling			✓
2. punctuation			✓
3. capitalization			✓
4. subject/verb agreement		✓	
5. tense usage			✓
6. pronoun usage		✓	
7. handwriting			✓

Comments:

You've understood the assignment and tried to complete it.

There are two big problem areas, though, we should work on: organization and sentence structure. You should note that punctuation and capitalization under mechanics are related to sentence structure problems. For that reason we will work on sentence structure first.

Step 1

1. Go back over this essay and put in proper periods at ends of sentences and begin new sentences with a capital. To help you, do two things:

    1. Read your paper aloud. If you feel like pausing, check to see if a period belongs there and a new sentence is starting.

    2. Remember the definition of a sentence: A sentence is a complete thought which has a person or thing (noun) which is acting or being acted upon (verb).

    3. After you are finished we'll discuss any problems.

Step II (alternate - additional - or subsequent work)

1. What two big points have you made about being rich?

2. Where could you divide this essay to separate these two points? How would you regroup sentences?

3. What additional things could you add to these two points?

Step III

1. Your knowledge of Spanish is affecting your spelling.

    1. The word "poiet" is pronounced differently in English (Help should be given here in the "th" sound.)

(Step III - cont.)

2. The correct spelling is "thought".
3. Find other words that begin with "th".
4. Find other words that use "ought" sound.
5. Other mispronounced words - bant for bank; seatl for?

Making It Strange. New York: Harper and Row, Publishers. 1968.

Making It Strange is a creative writing program based on the use of metaphor. Books 1, 2, 3, and 4 correspond to grades 3, 4, 5, and 6, although each has been successfully used through grade 7. Each book teaches creative thinking and writing through Direct Analogy, Personal Analogy, and Symbolic Analogy. It contains many stimulating ideas for writing activities.

Meredith, Robert C. Writing in Action, a Text for Young Writers. Skokie, Ill.: National Textbook Company, 1979.

This text is most applicable to upper high school. It develops the writing process from words themselves through various types of writing, to revision, and diagnosis of one's own written work.

Myers, R.E., E. Paul Torrance. Invitations to Thinking and Doing. Boston: Ginn and Company, 1964.

This workbook is designed for student use, but teachers may adapt the writing activities in many ways.

New York State Preliminary Competence Test in Writing: Manual for Administrators and Teachers. Albany: The University of the State of New York, the State Education Department, 1979.

This manual contains explanations of the purpose of the tests and responsibilities of the schools concerning these tests. Remediation requirements are detailed. Suggestions are also given for developing writing skills. Samples of students' answers are discussed with comments and individual difficulties and suggestions about dealing with them.

Potter, Robert R. The Reading Road to Writing. New York: Globe Book Co., Inc., 1977.

Six workbooks deal separately with sentences, verbs, adjectives and adverbs, pronouns, words often confused, and mechanics of writing. These feature a simple reading lesson of high interest level for teenagers, followed by simple directions for the specific topic stressed, and ample exercises. These are especially directed toward junior and senior high remedial students.

Rankin, David. Style and Structure. New York: Harcourt Brace Jovanovich, Inc., 1972.

This book is one of the Domains in Language and Composition Series of 24 original paperbacks. Exactly as the title suggests, it deals with the style and structure of written work.

Rothslein, Herbert M, et al. Composition Workshop. New York: Oxford Book Co., Inc., 1974.

Composition Workshop is comprised of six levels which focus on vocabulary, paragraphs, and compositions. The explanations at the beginning of each skill division are especially clear and comprehensive.

Bibliography

Adams, W. Royce, TRRPWR - Think, Read, React, Plan, Write, Rewrite. New York: Holt, Rinehart and Winston, Inc., 1975.

This text is divided into units each of which involves all of the activities suggested by the title. The student is guided by specific activities and practices. This is mainly suitable for high school students.

Andre, Russel W., Peggy Tretz, Search and Research: An Individualized Approach to the Initial Teaching of Research Skills. Set A. Monterey Park, California: Creative Teaching Press, Inc., 1975.

This packet of 50 activity cards is a valuable resource in teaching research skills. Activities presented include alphabetizing and classification skills, use of resource people, and other research skills.

Barbe, Walter B., ed. Highlights Handbook: Creative Writing Activities. Columbus: Highlights for Children, Inc., 1965.

This handbook, directed toward elementary students, is an excellent tool for piquing children's creativity.

Bergman, Floyd L., Duplicator Masters for Improving Composition and Grammar: The English Teacher's Activities Handbook. Boston, London, Sydney: Allyn and Bacon, Inc.

This book is made up of duplicator masters, one section on composition, one section on grammar and language. It is meant to be used to introduce, complement, or evaluate instruction or to review. It is probably most applicable to junior high and high school.

Boning, Richard A. Following Directions: Specific Skill Series. Baldwin, N.Y.: Barnell Loft, Ltd. 1963.

This is one of a set of reading skill books. Students use these individually for the purpose of improving ability to follow directions. There are seven skill books of graduated levels of difficulty.

Calligan, Louise, Meisha Goldish, Diane Rubins. Scope English Program Grammar and Composition (texts and workbooks, Levels I, II, III). New York: Scholastic Book Services, 1979.

This covers a large number of composition areas, each very briefly. There is a great variety in the types of activities used. The book is very attractive and designed to appeal to junior high students on any level and to remedial-level students in ninth or tenth grade.

Composition K-6, A Packet for Teachers. Albany: the University of the State of New York/The State Education Department Bureau of General Education Curriculum Development, 1978.

Feinstein, George W. Programmed Writing Skills. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976.

This manual is intended for use in college or advanced high school classes. Its approach is practical rather than technical. The activities are set up in such a way that the student can work well alone, checking his own answers as he progresses. Many aspects of good composition are covered. The author has used a great deal of humor to make this publication appealing and usable.

English Language Arts Composition K-12. Albany: The State Education Department Bureau of Elementary and Secondary Curriculum Development, 1976.

This syllabus, English Language Arts Composition K-12, is a sequential analysis of sentence structure and composition organization. Objectives are divided into four levels. The activities which parallel the objectives are interesting and practical.

A Fingertip File of 301 Reading Ideas. Greenwich, Conn.: Teacher Magazine Publications, N.D.

This includes index cards for enrichment and reinforcement help in reading.

A Fingertip File of 201 Teaching Ideas. Greenwich, Conn,: Teacher Magazine Publications, N.D.

This includes index cards for enrichment and reinforcement help in every area of the basic curriculum.

Forte, Imogene, Marjorie Frank, Joy Machenzie, Kids Stuff: Reading and Language Experiences, Intermediate - Jr. High. Nashville, Tennessee: Incentive Publications, Inc., 1973.

This has a multitude of ideas to present communication skills more effectively. They are widely adaptable to any teacher's needs.

Frew, Robert, et al. Survival. Palo Alto: Peek Publications, 1978.

Survival is geared for an advanced composition course. One section includes review of sentence structure and mechanics, while the other areas emphasize the writing assignment. Types of papers include problem-solution, argumentation, research, and criticism.

Frew, Robert, et al. Writer's Workshop. Palo Alto: Peek Publications, 1978.

Writer's Workshop includes objectives for each of the eight units. The book deals exclusively with sentence structure, usage, mechanics, and paragraphing. Explanations concerning compositions are clearly illustrated with examples.

Frew, Robert. Write. Palo Alto: Peek Publications, 1978.

Write is devoted almost completely to parts of speech, components of the sentence, usage, and mechanics; however, there is also a concise discussion of the short essay.

Gorrell, Robert M., Mabel M. Brown. Writing and Language/2. New York: Harcourt Brace Jovanivich, Inc., 1972.

This is a manual for senior high school teachers and students. Each chapter presents material on a topic followed by a summary, exercises, and suggestions for writing.

Grobe, Edwin P. 300 Creative Writing Activities for the Composition Class. Portland, Main; J. Weston Walch, 1974.

This is an annotated list of interesting composition topics.

Hurwitz, Abraham and Arthur Goddard. Games to Improve Your Child's English. New York: Simon and Schuster, 1973.

This book contains a variety of stimulating word games which will help build a child's vocabulary, develop his power of expression, and expand his ability to communicate.

Hurwitz, Abraham B. and Arthur Goddard. Language Arts Games. New York: Scholastic Book Services, 1972.

This paperback activity book provides a wide variety of ingenious games, carefully designed to help students master language skills. Each activity is prefaced with general grade level of the game, number of participants, materials necessary, and the purpose of the game. It is very usable.

Imagine and Write: My Weekly Reader Books. Columbus, Ohio: Xerox Education Publications, 1978.

These inexpensive booklets, developed for grades, are especially useful at intermediate grade levels. They help students to develop a writing vocabulary, to focus thoughts and imaginations on a central idea (for organization), and to evaluate their own writing efforts. Each child becomes the author of his own booklet.

Kaplan, Sandra, Sheila Madsen and Bette Gould. The Teacher's Choice: Ideas and Activities for Teaching Basic Skills. Santa Monica: Goodyear Publishing Company, Inc., 1978.

This book provides alternatives for matching what students need for learning basic skills to what teachers need for effective teaching.

Leggett, Glenn, C. David Mead, William Charvat. Handbook for Writers. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955.

This handbook is particularly useful as a reference tool for teachers. It contains a complete summary of grammatical usage and elementary rhetoric.

Bibliography: Films

An excellent series of four films on punctuation is available from Cortland-Madison BOCES.

Punctuation: Putting Commas Between
16m C IJ 832593

Compound sentences are similar to sandwiches because they have related ideas connected by something in between. This leads to a discussion of independent clauses, conjunctions, correct punctuation for compound sentences.

Punctuation: Colon, Semicolon, and Quotation Marks
14m C IJ 832594

A clever presentation of the use of these marks in writing.

Punctuation: Mischievous Marks
15m C IJ 832595

Mr. Interruption illustrates how a writer can impart just the right shade of meaning by his choice of punctuation marks.

Punctuation: Stop That Period
18m C IJ 832596

How to help students identify and construct simple sentences, also what to do with periods and other "sentence stoppers."

This manual is divided into sections focused on writing as a thinking process. The sections are "Motivation," "Directed Activities," and "Extended Activities." The K-6 teacher and even the junior high school teacher can find many useful ideas here.

Colin, David A., H.T. Fillmer, Ann Lefcourt, Nell C. Thompson. Our Language Today. New York: American Book Company, 1967.

This textbook contains many interesting activities which can be used for both introductory and follow-up. Letter writing and paragraphing skills are especially well presented.

Coon, George E., Barbara B. Cramer, et al, Workbook for Patterns of Language. New York: American Book Company, 1974.

These workbooks, developed for grades 1-8, contain excellent supplementary activities for extending language skills.

"Creative Classroom: A Monthly Exchange of Tips, Projects, Ideas and Resources." Teacher.

Every monthly issue contains three or four pages of ideas for bulletin board displays, games and activities pertinent to all subject areas. It is an excellent resource for elementary teachers.

Creative Growth with Handwriting, Readiness to 8th Grade Second edition, 1979. Zaner-Blaser, 612 North Park Street, Columbus, OH 43215

This series of handwriting booklets is highly recommended as a solution to long-established poor handwriting skills.

Dawson, Mildred A., M. Ardell Elwell and others. Language of Daily Use. New York: Harcourt Brace Javonovich, Inc., 1978.

This textbook is highly recommended for teaching developmental language skills in grades K-8.

"Detecting Malapropisms," Learning, VI: 60-63. December 1977.

Learning magazine is filled with activities, projects, games, simulations, craft ideas and more for all curriculum areas.

English Language Arts - Language Section K-12 Experimental Education. Albany: The State Education Department Bureau of Elementary and Secondary Curriculum Development, 1976.

This manual is presented in three sections: grammar, usage and language history. Skills and activities are included in the grammar and usage sections. The language history is for the information of teachers.

Ezor, Edwin, Dr. Individualized Language Arts. ESEA Title IV-C - Project 70-014, Weehawken School District, Weehawken, New Jersey, 1974.

This manual suggests and details many techniques for composition. It also includes a diagnostic grid sheet for the teacher's use and explains the use and application of a student checklist.

Tomas, Alice and Lawrence L. Tomas. Creative Writing: Intermediate.

Tomas, Lawrence L. Creative Writing: Upper Intermediate. St. Louis: Milliken Publishing Co., 1972.

These are transparency - duplicating books. Each of the transparencies is a picture designed to stimulate imagination.

Wagner, Guy, Max Hosier and Mildred Blackman. Language Games. New York, New York: Teachers Publishing Division of the MacMillan Company, 1971.

There are at least 59 language skills that may be reinforced by the use of a variety of games.

Warriner, John E., et al. English Grammar and Composition. New York: Harcourt, Brace and World, 1965.

This is a complete composition handbook which contains grammar rules and writing exercises.

Schrank, Keffrey, Snap, Crackle, and Write. Skokie, Ill.: National Textbook Company, 1979.

This very attractive book could be used as a writing text in high school or in some junior high school classes. Reading selections of high interest level for teens are interspersed with writing clues and serve to illustrate the writing area under discussion.

Shipley, Joseph T. Playing with Words. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960.

This book has 145 word games and can be a valuable resource in the classroom. All games are explained and examples given. The games can be adapted for introducing a lesson or for follow-up activities.

Smith, Carolyn. The Paragraph. Cambridge, Mass.: Educators Publishing Service, Inc., 1977.

In addition to the duplicator masters, this book supplies suggestions for the teacher on the presentation of each ditto. Featuring a systematic approach to paragraph writing, this publication is directed primarily toward grades 5-9, but could be helpful to remedial students at any level.

Staff of the Writing Improvement Project, ed. Building English Skills Composition. Evanston: McDougal, Littel and Co., 1977.

Building English Skills Composition is a series which includes six levels. The book is divided into vocabulary building, sentence structure, and paragraph development. This series is excellent with reference to explanations and examples.

Stanford, Gene. Steps to Better Writing. New York: Holt, Rinehart and Winston, Inc., 1972.

This workbook provides a self-teaching, self-checking text. It is designed for use by high school juniors and seniors. The approach to learning to write is practical rather than theoretical.

Stanford, Gene and Marie Smith. A Guidebook for Teaching Composition. Boston: Allyn and Bacon, Inc., 1977.

This workbook consists of two main sections: the first part deals with many sample activities dealing with the teaching of writing. The second section consists of a number of pages suitable for reproduction. These pages include the activities which are discussed in the first section of the book.

Sullivan, George E. and Warren Cox. Writing Skills for Daily Living. Long Branch, New Jersey: Sullivan Educational Associates, Inc.

This booklet, subtitled Combining Sentences, contains many explanations and exercises using this important skill.

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